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ABSTRACT

The Government Performance and Results Act of 1993 called for the U.S. Department of Education to prepare an Annual Performance Plan which links the Department's budget request with its Strategic Plan. To meet that directive, Volume 2 of the Department's Strategic Plan for 1999 is presented here. It includes the program performance plans that cover all of the Department's programs. The Department's budget request aligns budgetary and other programmatic and management resources to help reach Strategic Plan goals and objectives. The Plan discusses education reform, particularly Goals 2000, and the role that education technology will play in these Goals. The specific areas covered in the Plan include education for the disadvantaged, impact aid, class-size reduction and teacher financing, school improvement, the America Reads challenge, Indian education, bilingual and immigrant education, special education, rehabilitation services, vocational and adult education, student financial assistance, higher education, educational research and improvement, and civil rights. All of the programs are designed to help the Department reach its four primary goals: (1) help all students achieve high academic standards; (2) provide a solid foundation for learning; (3) ensure access to postsecondary education and lifelong learning; and (4) make the Department a high-performance organization by focusing on results, service quality, and customer satisfaction. (RJM)

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EA 028 964

ED 417 491

U.S. Department of Education

FY 1999 Annual Plan

Volume 2. Program Performance Plans

February 25, 1998

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U.S. Department of Education
Program Performance Plans

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Education Reform

Goals 2000 State and Local Education Systemic Improvement — $501,000,000 (FY 99)			
Goal: To support comprehensive state and local education reform tied to high standards for all students			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
1. Improve student achievement in core subjects.	1.1 **Performance on national assessments.** Between 1990 and 1998, the proportion of students who meet or exceed basic and proficient levels in reading and math on such measures as the National Assessment of Educational Progress will increase by at least 10 percentage points.	1.1 NAEP reading, 1998; NAEP math, 1998.	• Provide assistance at the state and school levels for improved school performance and increased family and community engagement in learning, by supporting ED service teams, technical assistance centers, and state school support teams.
	1.2 **Meeting/exceeding state standards.** The percentage of students who meet or exceed state or local performance standards on final assessments will increase between 1996 and 1998.	1.2 Follow-Up Survey of Schools, 1998; National Longitudinal Survey of Schools, 1999; analysis of state and local assessment results, annually.	• Support interstate working groups to discuss how to improve and measure student achievement and to identify the types of Goal 2000 activities that support gains in student achievement.
2. Stimulate and accelerate state and local reform efforts.	2.1 **Participation in reform efforts.** By 1999, as many as 8,000 school districts will actively participate in standards-based reform stressing challenging standards for all children.	2.1 Goals 2000 annual performance reports, 1997; District Implementation Study, 1997; Follow-Up District Implementation Study, 1998.	• Provide federal financial support (especially, Goals 2000 grants, Title I, Eisenhower Professional Development, Bilingual Education, Special Education, and Technology grants) and encourage states to share their model standards.
	2.2 **Standards for core subjects** – By 1998, all states will have challenging content and performance standards in place for reading and math. – By 1998, increasing percentages of states will have challenging standards in place for other core subjects.	2.2 Review of Goals 2000 state plans and annual performance reports, 1997; Ed Week/Quality Counts II report, 1998; Council of Chief State School Officers, 1997; 1997 American Federation of Teachers; Council for Basic Education report, 1998.	• Expand public understanding of the need for challenging academic standards by disseminating information on standards-based reform through states, national associations, and other ED partners.

Goals 2000 State and Local Education Systemic Improvement — $501,000,000 (FY 99)			
Goal: To support comprehensive state and local education reform tied to high standards for all students			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
	2.3 **Aligned assessments.** By 1999, 20 states will have assessments aligned to content and performance standards for two core subjects; by 2000, all states will.	2.3 Council of Chief State School Officers, 1997; State Implementation Study, 1998; Follow-Up State Implementation Study, 1999.	• Help states and districts develop and implement aligned assessments designed to improve student learning by providing financial support under Goals 2000 and Title I and by encouraging the sharing of effective methodologies.
	2.4 **Goals 2000 as a catalyst.** State and local school administrators will identify the Goals 2000 initiative as a factor contributing to effective education reform.	2.4 State Implementation Study, 1998; Follow-Up State Implementation Study, 1999; Follow-Up Local Implementation Study, 1998.	
3. Promote parental and community involvement in student learning.	3.1 **Parental involvement.** The percentage of parents who understand what their children need to know to achieve to high standards and know how to help their children succeed in school will increase.	3.1 Barriers to Parent Involvement Study, 1996; Council of Chief State School Officers Report, 1996; National Longitudinal Survey of Schools, 1998.	• Increase parents' knowledge of and confidence in child rearing activities, and strengthen partnerships between parents and professionals through financial and technical assistance to Parental Information Resource Centers.
	3.2 **Community involvement and acceptance.** The percentage of the public that understands and supports standards-based reform will increase.	3.2 Phi Delta Kappa/ Gallup Poll, 1997; other public opinion polls, 1997.	• Disseminate information to the public regarding parental and community involvement through ED service teams, conferences, and publications.
	3.3 **Parental Assistance Center usefulness.** At least 90% of customers will indicate that the information or assistance provided through the Parental Assistance Centers is useful.	3.3 Proposed customer survey.	• Develop a common customer survey instrument that all centers will use to gather feedback from customers.
	3.4 **Parental Assistance Center participation.** In the geographic areas in which the Parental Assistance Centers provide direct services, the number of children and families who participate in Parents as Teachers (PAT) or Home Instruction for Preschool Youngsters (HIPPY) will substantially increase.	3.4 Annual reports for Parental Assistance Centers, 1996.	• Regularly assess the adequacy and effectiveness of support that each funded Parental Assistance Center project devotes to PAT and HIPPY activities and ensure that the centers devote a substantial part of their budget to these activities.

Goals 2000 State and Local Education Systemic Improvement — $501,000,000 (FY 99)			
Goal: To support comprehensive state and local education reform tied to high standards for all students			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
4. Promote excellent teaching that will enable all students to reach challenging state and/or local standards.	4.1 **Teachers' knowledge of standards.** By 1997-98, surveys will report that teachers in states with standards or curriculum frameworks understand state or local content and performance standards as they apply to the grades and subjects they teach. 4.2 **Schools' alignment of key processes.** By 1997-98, surveys of principals and teachers in states with standards will indicate that schools have aligned curriculum, instruction, professional development and assessment to meet challenging state or local standards. 4.3 **Professional development.** The number of teachers who indicate that they are engaged in professional development that is enabling them to teach to challenging standards will increase annually.	4.1 National Longitudinal Survey of Schools, 1998. 4.2 Follow-Up Survey of Schools, 1998; National Longitudinal Survey of Schools, 1998. 4.3 Follow-up Survey of Schools, 1998; National Longitudinal Survey of Schools, 1998.	• Provide financial support and technical assistance to states administering Goals 2000 subgrants for teacher preservice and professional development. • Support efforts to prepare future teachers to meet high certification and licensing standards by promoting partnerships between school districts and institutions of higher education to prepare new teachers. • Encourage states to align certification and licensing requirements for teachers with challenging content standards and best practice by sharing with the field the most promising strategies to upgrade teaching quality through publications, conferences, and monitoring visits.
5. Effective federal program management will support state and local reform through.	5.1 **Satisfaction with Goals 2000 administration**. State and local education agencies participating in Goals 2000 will be satisfied with its administration on indicators such as application response time, peer review and site visits. 5.2 **Coordinating across the Department.** State and local education agencies will report that the services provided by regional service teams are useful and of high quality.	5.1 ED State Implementation Survey, 1997; Cross cutting District Survey, 1998. 5.2 Cross cutting District Survey, 1998; Documentation of Integrated Review Teams; 1998; Follow-Up State Implementation Study, 1999.	• Continue professional development of employees to develop expertise in principles and practices of education reform. • Establish OESE-wide standards for timely completion of site visit reports and for working with states on satisfying conditions set for state plan revisions. • Work closely with the ED integrated review teams (IRTs) to ensure that program monitoring reflects reform goals. • Develop a monitoring protocol for the IRTs that provides clear and uniform guidance on the program areas and topics to be covered and ways to be assessed.

School-to-Work Opportunities — $125,000,000 (FY99)			
Goal: To build school-to-work systems that result in increased student achievement and career opportunities			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
Students			
1. Prepare all youth, including those who are disadvantaged, have limited English proficiency, are academically gifted, are out of school or disabled, to have the opportunity to engage actively in School-to-Work (STW) systems that meet high academic standards.	**Student participation in STW systems:** 1.1 **All youth**. By fall 1997, 750,000 high school youth will be engaged actively in STW systems, and by 2000, 2 million youth will be participating. *As of December 1995, 500,000 high school youth participated in STW systems that offered curriculum that integrated academic and vocational education and provided work-based learning experiences connected to classroom activities.* 1.2 **Out-of-school youth.** By spring 1998, baseline data will be available on out-of-school youth participating in STW systems, and STW systems, and benchmarks will be established for 1999 and 2000.	1.1 Progress Measures, 1996; National School-to-Work Evaluation, 1997; National Longitudinal Survey (NLS) Youth Module, 1997. 1.2 National STW and MPR progress measures, annual, 1997.	• Conduct targeted outreach to encourage students to coalesce into an articulate stakeholder group. • Sponsor development and identification of exemplary models for serving out-of-school youth and other targeted populations. • Evaluate states' progress toward building comprehensive systems through site visits, meetings and the continuation approval process.
2. Prepare all youth to earn a high school diploma or equivalency tied to challenging academic standards, to have the opportunity to earn a skill certificate, and to be prepared for postsecondary education and careers.	**Student achievement in STW systems:** 2.1 **High school graduation**. By fall 2000, high school graduation rates will increase in local STW systems. 2.2 **Postsecondary enrollment.** High school graduates from the class of 2000 will enroll in postsecondary education at higher rates than high school graduates in 1996 and 1998. 2.3 **Skill certificates.** By fall 2000, in local STW systems, 10% of students will earn skill certificates. *About 3% of high school seniors received skill certificates in 1995-96.* 2.4 **Out-of-School Youth.** By fall 2000, in local STW systems, the percentage of out-of-school youth acquiring high school equivalency diplomas will be higher than the percentage who achieved diplomas in spring 1997.	2.1 Progress Measures, 1996; NLS Youth Module, 1997. 2.2 National Evaluation, 1997. 2.3 National Evaluation, 1997. 2.4 National Evaluation, 1998; NLS Youth Module, 1997.	• Showcase models for whole school reform • Sponsor training to develop the capacity of grantees. • Facilitate peer-to-peer exchange of information among States and local partnerships. • Sponsor and disseminate research that identifies models and best practices for applied learning. • Use available state-level data to track progress of STW systems. • Provide technical assistance to states.

School-to-Work Opportunities — $125,000,000 (FY99)			
Goal: To build school-to-work systems that result in increased student achievement and career opportunities			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
System Building			
3. Build comprehensive school-to-work systems in every state.	**3.1 Leveraged State and Local Funds** – States in their first year of implementation will have a two-to-one ratio of federal dollars to new state and private dollars. – States in their second year of implementation will have a one-to-one ratio of federal dollars to new state and private dollars. **3.2 Skill standards adoption.** By fall 2000, 25% of STW implementation states will adopt at least one set of industry-recognized skill standards.	3.1 Progress Measures, 1997. 3.2 Progress Measures, 2000.	• Develop capacity for states to conduct in-depth strategic planning to leverage new resources. • Identify and disseminate tools and effective practices of STW grantees. • Support peer delivery of technical assistance and training among grantees. • Provide technical assistance to states in identifying academic and occupational standards in broad career majors that lead to portable skill certificates.
Institutions			
4. High schools, postsecondary institutions and adult high schools are engaged in building School-to-Work systems.	**Number of institutions involved in STW activities:** **4.1 High schools.** By fall 2000, 30% of high schools will have the key STW components. *In fall 1996, 13% of STW partnerships reported high levels of implementation in their high schools.* **4.2 Community and technical colleges.** By 2000, 40% will have agreements that grant academic credit for work-based learning. *In 1996, 20% of STW partnerships reported their postsecondary institutions had such agreements.*	4.1 Progress Measures, 1996; National Evaluation, 1997; NLS Youth Module, 1997. 4.2 National Evaluation.	• Sponsor and disseminate policy options for awarding academic credit for work-based learning. • Support the development of postsecondary institution leaders who can influence changes to existing admissions policies and articulation agreements.

School-to-Work Opportunities — $125,000,000 (FY99)			
Goal: To build school-to-work systems that result in increased student achievement and career opportunities			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
Employers			
5. Build strong employer participation	**Participation of employers in STW systems:** **5.1 Active engagement.** By fall 2000, 600,000 employers will engage in at least one recognized STW activity. *As of December 1995, 150,000 employers nationally engaged in at least one STW activity.* **5.2 Provide work-based learning opportunities.** By fall 2000, 40% of all employers participating in STW systems will offer work-based learning opportunities.	5.1 Progress Measures, 1996; National Employer Survey II. 5.2 Progress Measures, 2000.	• Develop and implement a strategic plan for recruitment of employers. • Develop prototype products and work with key organizations to raise a critical awareness of STW among employers and organized labor. • Support the development, testing, dissemination and implementation of various approaches to employer participation.
Integration of STW with other ed reforms and workforce development systems			
6. Align School-to-Work Opportunities with Goals 2000: Educate America Act, Improving Americas Schools Act (IASA), Perkins, Adult Education, Individuals with Disabilities Education Act (IDEA), Job Training Partnership Act (JTPA) and other federal programs.	**Number of states participating in the department's alignment efforts:** **6.1 Alignment.** By fall 1997, a baseline will be established for alignment of STW and Perkins performance measures and standards in States. **6.2 Consolidated plans.** By fall 1998, Perkins and STW will be part of consolidated plans in at least 12 sStates. *As of October 1996, Perkins and STW were part of consolidation plans in eight States.*	6.1 MPR, 1997. 6.2 Office of Vocational and Adult Education, 1997.	• STW and the Office of Vocational and Adult Education (OVAE) work with MPR to identify barriers to alignment and build consensus among local school systems for changes in measurement systems. • Align grant procedures of two departments so they are seamless. • Identify opportunity for streamlining grant awards. Align the two departments' OIG audit and audit resolution programs for STW grantees.

Education Technology

Technology Literacy Challenge Fund—State and Local Programs for School Technology Resources and Technology Innovation Challenge Grants and National Activities — $668,000,000 (FY 99)			
Goal: To use educational technology as part of broader education reform that will provide new learning opportunities and raise educational achievement for all students.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
1. Help improve student achievement in core subjects through federal educational technology programs operating in concert with other federal programs and state and local reform efforts.	1.1 **Student performance on national tests.** Between 1997 and 2001, the percentage of students who meet or exceed basic and proficient levels in reading and math on achievement tests such as NAEP will increase.	1.1 National Assessment of Educational Progress (NAEP) and State NAEP assessments of reading and math, grades 4, 8, and 12, 1998; Technology Innovation Challenge grantee performance reports, annual, 1998; data from external program evaluator, 1998.	• Provide financial and technical assistance. Coordinate with related technology initiatives, including other federal programs and state and local reform efforts. • Support Technology Innovation Challenge Grant sites to increase student performance on state or school tests of academic achievement and on outcome measures related to the individual projects.
	1.2 **Student performance on state tests.** Between 1997 and 2001, in communities where state and local education agencies have assessment systems linked to state standards in place, the percentage of students who meet or exceed these state and local performance standards will increase.	1.2 State and local education assessment data, 1998; Technology Innovation Challenge grantee performance reports, annual, 1998; data from external program evaluator, 1998.	
2. Help improve student's technology literacy through federal educational technology programs in concert with other federal programs and state and local reform efforts.	2.1 **Student proficiency in technology**. Between 1997 and 2001, the percentage of students who demonstrate proficiency in using multimedia computers and the Information Superhighway will increase.	2.1 Technology Innovation Challenge grantee performance reports, annual; 1998; data from external program evaluator , 1998; Technology Literacy Challenge Fund, follow-on evaluation, 1999.	• Same strategies as for Objective 1. • Support development of assessments that measure student technology proficiency through Technology Innovation Challenge Grants.

Technology Literacy Challenge Fund—State and Local Programs for School Technology Resources and Technology Innovation Challenge Grants and National Activities — $668,000,000 (FY 99)

Goal: To use educational technology as part of broader education reform that will provide new learning opportunities and raise educational achievement for all students.

Objectives	Indicators	Source and Next Update	Strategies
Teachers, Students, and Classroom			
3. Provide practicing and prospective teachers with the professional development and support they need to help students learn through modern multimedia computers and the Information Superhighway.	3.1 **Training tied to certification.** Training in use of modern multimedia computers and the Information Superhighway for effective instruction will be increasingly required for certification and accreditation of practicing and prospective teachers, schools, and districts.	3.1 Advanced Telecommunications and U.S. Public Elementary and Secondary Schools Survey, 1996; Evaluation of Technology Literacy Challenge Fund, 1997; Longitudinal Survey of Schools, 1998.	• Work with professional development programs to support teacher training for effective instructional uses of education technology. • Connect with institutions for higher education (including colleges of education) for high quality preservice and inservice training.
	3.2 **Staff access.** Increasing proportions of practicing and prospective teachers, school administrators and school librarians will have access to modern multimedia computers and the Information Superhighway. 3.3 **Staff training**: Increasing proportions of practicing and prospective teachers, school administrators and school librarians will receive professional development that enables them to effectively use education technology to help students learn.	3.2 Advanced Telecommunications and U.S. Public Elementary and Secondary Schools Survey, 1996; Evaluation of Technology Literacy Challenge Fund, 1997; Technology Innovation Challenge Grants monitoring and evaluation reports. Longitudinal Survey of Schools, 1998.	• Continue to support Local Education Agencies (LEAs) through Technology Innovation Challenge Grant program, in partnership with other programs, to strengthen and support teacher knowledge of how to use technology to improve instruction. • Develop models through the Technology Innovation Challenge Grants that provide teachers with sustained training and support in the use of technology for improved instruction.
	3.4 **Support for staff.** Teachers will have the administrative, technical, and local financial support they need to help students learn through modern multimedia computers and the Information Superhighway.	3.3 Same as 3.2. 3.4 Same as 3.2.	• Review project reports for evidence of sustained teacher training and support of the innovation after the grant period has ended.

Technology Literacy Challenge Fund—State and Local Programs for School Technology Resources and Technology Innovation Challenge Grants and National Activities — $668,000,000 (FY 99)

Goal: To use educational technology as part of broader education reform that will provide new learning opportunities and raise educational achievement for all students.

Objectives	Indicators	Source and Next Update	Strategies
4. Encourage expansion of student access to modern multimedia computers.	4.1 **Student access.** The ratio of modern multimedia computers per student in public schools will increase to four to five students per modern multimedia computer by the year 2000.	4.1 Advanced Telecommunications and U.S. Public Elementary and Secondary Schools Survey, 1997; Evaluation of Technology Literacy Challenge Fund, 1997; follow-on evaluation , 1999; Technology Innovation Challenge Grant monitoring reports from OERI project officers, annual, 1998; analyses of annual evaluation reports from project evaluators, annual, 1998; data from external program evaluator, 1998; Longitudinal Survey of Schools, 1998.	• Expand access to educational technology for high-poverty schools by reviewing state technology plans and providing financial and technical assistance. • Encourage development and demonstration of effective strategies for improving the use of educational technology, particularly in high-poverty schools, through Technology Innovation Challenge Grants. • Identify gaps in data sources on use and effectiveness of educational technology, and work to fill those information gaps. • Provide information on the E-rate to schools, particularly schoolwide and high poverty schools.
	4.2 **Access in high-poverty schools.** The access to education technology in high-poverty schools will be comparable to that in other schools.	4.2 Same as 4.1.	
	4.3 **Effective technologies.** Students with disabilities will have access to effective technologies for learning.	4.3 Same as 4.1.	
	4.4 **Access outside school.** An increasing percentage of schools will participate in programs that provide their teachers and students with access to modern multimedia computers and the Information Superhighway outside school.	4.4 Same as 4.1.	
	4.5 **Community access.** An increasing percentage of low-income adults and youth will have access to modern multimedia computers in their communities to meet their information, education, and employment needs.	4.5 Current Population Survey.	

Technology Literacy Challenge Fund—State and Local Programs for School Technology Resources and Technology Innovation Challenge Grants and National Activities — $668,000,000 (FY 99)

Goal: **To use educational technology as part of broader education reform that will provide new learning opportunities and raise educational achievement for all students.**

Objectives	Indicators	Source and Next Update	Strategies
5. Support linking all schools and classrooms to the Information Superhighway.	5.1 **School access.** The percentage of public schools with access to the Information Superhighway will increase to 95% by 2000.	5.1 Advanced Telecommunications and U.S. Public Elementary and Secondary Schools survey, 1997; Evaluation of Technology Literacy Challenge Fund, 1997; Longitudinal Survey of Schools, 1998.	• Work with the Federal Communications Commission to expand schools' access to advanced telecommunications. • Expand classroom access to modern multi-media computers and the Information Superhighway through financial and technical assistance, dissemination of exemplary strategies and coordination across programs. • Encourage development of structures for facilitating the operation of networked learning environments that draw on the resources of the Information Superhighway to improve student learning and achievement through Technology Innovation Challenge Grants.
	5.2 **Classroom access.** The percentage of public school instructional rooms connected to the Information Superhighway will increase from 3% in 1994 to 14% in 1996, to 25% by 1998, and to an increasingly larger percentage thereafter.	5.2 Advanced Telecommunications and U.S. Public Elementary and Secondary Schools Survey, 1997; Evaluation of Technology Literacy Challenge Fund, 1997; Technology Innovation Challenge Grants monitoring reports; Longitudinal Survey of Schools, 1998.	
6. Promote the availability of high-quality software and the resources of the Information Superhighway part of a challenging and enriching curriculum in every school.	6.1 **Classroom use.** An increasing percentage of teachers will integrate high-quality educational technology, high-quality software, and the Information Superhighway into their school curriculum for effective support of student learning.	6.1 Evaluation of Technology Literacy Challenge Fund, (1997); Longitudinal Survey of Schools (1998); Challenge Fund, follow-on evaluation (1999).	• Expand classroom access to engaging software and on-line resources of the Information Superhighway integrated with school curriculum through financial and technical assistance and coordination with related technology initiatives and activities.
	6.2 **Model programs.** An increasing number of federally funded educational technology projects will be designated as outstanding by panels of experts.	6.2 OERI program files, annual, 1998.	

Technology Literacy Challenge Fund—State and Local Programs for School Technology Resources and Technology Innovation Challenge Grants and National Activities — $668,000,000 (FY 99)

Goal: To use educational technology as part of broader education reform that will provide new learning opportunities and raise educational achievement for all students.

Objectives	Indicators	Source and Next Update	Strategies
			• Assist in developing information on implementation and impact through monitoring and summarizing grantee reports, independent evaluations of the Technology Innovation Challenge Grants and other educational technology programs. • Encourage Technology Innovation Challenge Grant sites to submit evidence of effectiveness in order to be designated by peers as either "promising" or "exemplary" by OERI approved standards.
7. Promote effective federal program management to support state and local implementation of statewide technology plans.	7.1 **Technical assistance.** Technical assistance and other support that the U.S. Department of Education provides, either directly or through its programs, is of high quality, useful, and judged by customers as adequate to meet their needs. 7.2 **Private sector collaboration.** Private sector participation in planning, support and implementation of statewide education technology plans will increase.	7.1 Customer survey and data provided by Technology Innovation Challenge grantees, annual, 1998; data from external program evaluator, 1998. Data provided by Technology Literacy Challenge Grant grantees at end of five-year award period, 2000. Data from Technology Literacy Challenge Fund application and outreach work, 1997. Technology Literacy Challenge Fund, follow-on evaluation, 1999.	• Encourage states to develop and implement a framework for improvement and for effective and well-targeted state support that will enable them to respond to local feedback in a timely manner. • Encourage states to use their federal funds strategically to include leveraging and coordination with other programs to support effective use of educational technology. • Develop guides and models for state and local evaluations.

Technology Literacy Challenge Fund—State and Local Programs for School Technology Resources and Technology Innovation Challenge Grants and National Activities — $668,000,000 (FY 99)			
Goal: To use educational technology as part of broader education reform that will provide new learning opportunities and raise educational achievement for all students.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
			• Encourage private sector participation in promoting and supporting effective use of educational technology to increase educational achievement through Technology Innovation Challenge Grants and other programs. • Use the TLCF performance report to report on States' progress relative to their own goals and to target program improvement efforts within states.

DEFINITIONS

Advanced telecommunications -- refers to modes of communication used to transmit information from one place to another including broadcast and interactive television, networked computers, etc.

Modern multimedia computers -- computers with CD-ROM, graphics, and sound capabilities.

Information technology -- technology that allows users to transmit, receive, and manipulate information, e.g., computers, telecommunications, Internet access.

Information Superhighway - Internet, a network of networks all running TCP/IP protocols, sharing the same underlying network address space as well as the same domain name space, and interconnected into a network of information.

Regional Technology in Education Consortia— $10,000,000 (FY 99)			
Goal: To improve teaching and learning by providing technical assistance and professional development for the effective use of educational technology.			
Objectives	**Indicators**	**Sources and Next Update**	**Strategies**
1. Promote effective use of technology for teaching and learning through professional development and technical assistance.	1.1 **Regional Technology in Education Condortia (R*TEC) products, services, and information:** The number of professional development, training, and technical services and products for staff, parents, community, and students -- including those provided through the Consortium, collaboration with other R*TECs and strategic alliances -- will increase annually.	1.1 ED program midpoint assessment, 1998; Annual Consortia project evaluations, 1998.	• Disseminate high-quality information and resources on the effective planning and use of technology in education. • Assess customer satisfaction about major areas of work (through surveys, focus groups, or other means of inquiry) and will document and evaluate findings in order to improve strategies, products, and activities over time (e.g., alter content, level of intensity, format, key target audience). • Collaborate with state education agencies (SEAs), LEAs and other educational entitites in order to inform and support better planning, increased access to technologies, more advanced uses of technology, and enhanced instructional practice.
	1.2 **Recipients of R*TEC products, services and information.** The number of recipients (individuals or agencies including LEAs and SEAs) of the R*TEC services and products – including those developed and produced through the Consortium, collaboration with other R*TECs, and strategic alliances -- will increase annually.	1.2 ED program midpoint assessment, 1998; Annual Consortia project evaluations, 1998.	
	1.3 **Need, quality, and client satisfaction.** Of the recipients of R*TEC products, services, and information, a growing proportion will indicate that these products and services are of high quality and meet unmet needs; have potential to improve teaching and learning; help them make better informed decisions about technology planning, equipment, and software purchases, and professional development activities -- and that some of these services are available only through the R*TECs.	1.3 ED program midpoint assessment, 1998; Annual Consortia project evaluations, 1998.	
	1.4 **Recipients representing underserved schools.** In schools and communities of traditionally underserved populations (low income, urban, rural, and racial and language minority populations), there will be an annual increase in the number of recipients of service, products, and information; and an increase in the proportion of recipients indicating that they found them useful to practice.	1.4 ED program midpoint assessment, 1998; annual Consortia project evaluations, 1998.	

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Regional Technology in Education Consortia— $10,000,000 (FY 99)			
Goal: To improve teaching and learning by providing technical assistance and professional development for the effective use of educational technology.			
Objectives	**Indicators**	**Sources and Next Update**	**Strategies**
2. Leverage and coordinate resources for effective use of educational technology to improve teaching and learning.	2.1 **Building and expanding quality alliances.** The number of alliances and the services of alliances in which R*TECs are involvedwill increase each year.	2.1 ED program midpoint assessment, 1998; annual Consortia project evaluations, 1998.	• Use cooperative agreements as grant mechanism to facilitate collaboration among consortia, as well as with other educational technology initiatives.
	2.2 **Leverage.** Each year at least 80% of alliance, consortium members and R*TECs responding to a survey will report that value was added by strengthening relationships, increasing service coordination, increasing their access to resources, and leveraging resources for greater impact on their clients.	2.2 ED program midpoint assessment, 1998; annual Consortia project evaluations, 1998.	• Support increasing communication and collaboration among consortia and coordination with other programs, particularly those with an educational technology focus. • Assess the value and impact of alliances (through surveys, focus groups, or other means of inquiry) and use the findings to improve alliances over time.

Star Schools Program — $34,000,000 (FY 99)			
Goal: To improve student learning and teaching through the use of distance learning technologies.			
Objectives	**Indicators**	**Sources and Next Update**	**Strategies**
1. Improve teaching and learning through increased access to distance education.	1.1 **Underserved schools.** The number of K-12 schools and adult basic education programs serving poor, urban, rural, and disadvantaged learners participating in distance education activities will increase annually.	1.1 Annual progress reports and project files, 1998; national program evaluation results, 1998.	• Use NCES data to identify communities representing high populations of underserved students. Document and annually report on the number of under served learners in the program. Develop and update an on-line map of communities participating in the program.
	1.2 **Non-traditional settings.** The number of learners in non-traditional settings (community centers, correctional facilities, etc.) who participate in distance education will increase annually.	1.2 Annual performance reports, 1998; national program evaluation results, 1998.	• Encourage the delivery of services to learners outside classroom settings.
	1.3 **Improved student performance.** Students using distance education technologies will demonstrate increased performance.	1.3 Same as 1.2.	• Work with project and program evaluators to ensure that evaluation strategies capture the impact of the program on student outcomes.
	1.4 **Access to modern technologies**. The number of students who have access to and benefit from new, advanced distance education technologies will increase annually.	1.4 Annual review of grant performance reports, 1998; project evaluation surveys, 1997; national program evaluation, 1998.	
2. Promote the delivery of challenging and engaging content in core subjects.	2.1 **Alignment with standards.** The content of programming will be aligned with local and state content standards.	2.1 Annual review of grant performance reports, 1998; project evaluation surveys to teachers, 1997; national program evaluation, 1998.	• Provide access to standards materials on-line and via print (by subject area). Convene workshops and other activities and provide technical assistance about aligning standards to programming. Make TIMSS materials available to projects.
	2.2 **Increased availability.** The number of schools offering high school credit and advanced placement courses through distance education and enrollment will increase annually.	2.2 Annual review of grant performance reports, 1998; project evaluation surveys to schools, 1998; national program evaluation, 1998.	• Disseminate information about Star Schools course offerings through the Department's web site, workshops, and national meetings. • Develop priorities for advanced placement and high school courses.

Star Schools Program — $34,000,000 (FY 99)			
Goal: To improve student learning and teaching through the use of distance learning technologies.			
Objectives	**Indicators**	**Sources and Next Update**	**Strategies**
	2.3 **Increased elementary enrollment.** Enrollment in reading, math, science, and foreign language programs for elementary students delivered via distance education will increase annually.	2.3 Annual review of grant performance reports, 1998; project evaluation surveys to schools and teachers, 1997; national program evaluation, 1998.	• Develop a priority for reading, math, science and foreign language programming for elementary students and their parents.
3. Promote excellence in teaching through sustained professional development and integration of new and multiple technologies into the curriculum.	3.1 **Increased distance learning resources.** The number and type of teacher professional development activities (courses, workshops, special broadcasts, etc.) offered via distance education technologies will increase annually.	3.1 Annual review of grant performance reports, 1998; project evaluation surveys to schools, 1997; national program evaluation, 1998.	• Provide financial and technical assistance through workshops and teleconferences in collaboration with R*TEC and other programs in the Department to support staff professional development.
	3.2 **Technological capability.** The number of teachers and school administrators trained to use distance education technologies to enhance student learning will increase annually.	3.2 Same as 1.4.	• Report annually on the progress that students are making as a result of participation in program activities.
	3.3 **Instructional integration.** The number and percentage of teachers who integrate distance education technologies into the curriculum will increase annually.	3.3 Same as 2.1.	
	3.4 **Improving practice.** An increasing proportion of the teachers participating in the Star Schools' professional development or preservice education activities will report improvements in their ability to effectively incorporate technology into instruction.	3.4 Same as 3.3.	
4. Contribute to the available body of knowledge on use of technology to enhance learning to high standards for all students.	4.1 **Increase research-based practice.** Research, evaluation, and dissemination activities about the use and impact of distance learning will increase annually.	4.1 NCES distance education survey; distance learning resource network; Hezel reports; TLCF state reports; national program evaluation, 1998.	• Develop papers, meetings, and products for effective use of distance education for better teaching and learning through collaboration with OERI's Institutes, centers, labs, and other programs, such as Challenge Grant, Challenge Fund, Eisenhower, and Title I.

Ready To Learn Television — $7,000,000 (FY 99)

Goal: **To develop, produce, and distribute video programming and educational materials for preschool and elementary school children and their parents, in order to facilitate the achievement of the National Education Goal for all children in America to start school ready to learn.**

Objectives	Indicators	Sources and Next Update	Strategies
1. Develop, produce, and distribute high quality televised educational programming and written educational materials, for preschool and elementary school children and their caregivers.	1.1 **Distribution of educational television programs.** Ready to Learn (RTL) programs will reach an increasing number of viewers. *Each RTL educational program will reach between 4.5 and 6 million adults and young viewers weekly. The number of RTL participating stations has grown from 48 in 1995 to 120 in 1997. The current number represents a potential reach of 90% of the Nation.*	1.1 Annual Performance Reports from the Corporation for Public Broadcasting (CPB), 1998; reports from producers, WGBH-Boston and The Children's Television Workshop periodic.	• Monitor progress of current projects and monitor program quality. For example, review performance reports from the CPB, the Children's Television Workshop, and WGBH - Boston. • Participate in developing and supporting collaborations with other federal agencies, foundations, and related early childhood groups.
	1.2 **Distribution of written educational materials.** Increasing numbers of bimonthly newsletters and free books, through First Books Program, will be distributed. *As of April 1997 over 650,000 books and 5.4 million newsletters had been distributed; 10% of newsletters were in Spanish. The goal for 1998 is to distribute 4 million additional newsletters.*	1.2 CPB Annual Report, 1998.	• Support the development and use of workshops to distribute educational material and information to caregivers and children. • Provide educational materials through the RTL web site.
	1.3 **Evaluation of RTL programing and outreach activities.** Assessments of programming and materials indicate that viewers understand and appreciate RTL programs and reading materials.	1.3 Pre and post-television production focus groups; research study measuring the value and educational effectiveness of RTL publications, 1997; CPB Survey of RTL Coordinators, 1998.	• Participate on the RTL Advisory Board.
2. Provide training to education personnel in the public television community so that they can train parents and caregivers to help children become ready to learn.	2.1 **Training for parents and caregivers.** The number of parents and caregivers trained will increase. *To date 44,225 parents and 74,949 caregivers have been trained.*	2.1 CPB Annual Performance Reports, 1998.	• Support and develop workshops for training of RTL coordinators and caregivers.
	2.2 **Evaluation of training quality.** Continuous improvement will be built into training programs through periodic evaluation.	2.2 CPB Survey of RTL Coordinators, 1998.	

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Telecommunications Demonstration Project for Mathematics — $2,000,000 (FY 99)			
Goal: To improve the learning and teaching of mathematics through the use of technology.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
1. Promote excellent teaching in mathematics through sustained professional development and teacher networks.	1.1 **Increasing instructional resources.** The number of high quality videos, curriculum materials, and on-line services for integrating of effective practices for mathematics instruction will increase annually.	1.1 Annual review of grant performance reports, 1998; peer review of quality of materials, 1998; program evaluation tentatively planned for FY1998.	• Provide financial assistance to support development of videos, support materials, and online services. • Based on needs identified by the Third International Mathematics and Science Study (TIMSS) data and other national math assessments, the Office of Educational Research and Improvement will work with PBS to develop a specific focus and content for math programming.
	1.2 **Improving practice**. The proportion of participating teachers reporting understanding and use of teaching methods that align with standards will increase annually.	1.2 Annual review of grant performance reports, 1998; teacher surveys collected by the project, 1998; program evaluation tentatively planned for FY 1998.	
	1.3 **Increasing participation in sustained professional development.** The number of teachers sharing resources through on-line learning communities will increase annually. An increasing proportion of participating teachers will report improvements in practice resulting from sharing resources through on-line learning communities.	1.3 Annual review of grant performance reports, 1998; teacher surveys collected by the project, 1998; program evaluation tentatively planned for FY 1998.	

Elementary and Secondary Education

Education for the Disadvantaged

Title I Grants for Schools Serving At-Risk Children — $7,777,000,000 (FY 99)			
Goal: At-risk students improve their achievement to meet challenging standards.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
At-risk students improve achievement			
1. Student achievement in Title I schools and high-poverty schools generally will show significant improvement in core subjects.	1.1 **State and local assessments.** Increasing percentages of students in Title I schools will meet or exceed the basic and proficient levels in state and local assessments (where in place). *The 1995-96 achievement results for students attending high- and low-poverty schools in 13 states provide a baseline for future comparisons.*	1.1 Analysis of state and local assessment results, annual; National Longitudinal Survey of Schools, 1999.	
	1.2 **NAEP reading and math.** Increasing percentages of fourth-graders and eighth-graders in Title I schools will meet or exceed the basic and proficient levels of the National Assessment of Educational Progress in reading and math. Baseline: *1996 NAEP trend data indicate that fourth-grade reading and math scores of students attending high-poverty schools are rising, following a decline in the early 1990s.*	1.2 NAEP (National and State) Reading and Math, 1997.	
	1.3 **Other national tests.** Increasing percentages of students in Title I schools will improve on national tests.	1.3 Longitudinal Evaluation of School Change and Performance, 1998 (Stanford 9).	
Schools and classrooms provide high quality education to improve performance			
2. Increase the number of Title I schools actively working to enable students to reach high standards each year.	2.1 **Recognition for quality.** Increasing numbers of high-poverty schools will be designated as distinguished schools by their states.	2.1 Title I Performance Report, 1998.	• Work with technical assistance and professional organizations to promote school level improvement by — developing an updated schoolwide idea book and national directory of schoolwide program schools;

Title I Grants for Schools Serving At-Risk Children — $7,777,000,000 (FY 99)			
Goal: At-risk students improve their achievement to meet challenging standards.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
	2.2 **Standards and assessments.** Increasing numbers of Title I schools will implement standards-based reforms; by 2000 the adoption of assessments linked to standards will be universal.	2.2 ED State Implementation Survey, 1998; National Longitudinal Survey of Schools, 1999; Baseline and Follow-up Surveys of Schools, 1998.	— cosponsoring regional conferences on schoolwide and comprehensive school reform with the technical assistance centers and other partners; — improving dissemination of information on effective standards-based reforms in schoolwide and targeted assistance programs — collaborating with Title I state coordinators to establish summer programs; and — identifying and disseminating descriptions of successful extended-day programs in coordination with federal programs and agencies (including ED's 21st Century Schools program and HHS's Head Start program)
	2.3 **Research-based curriculum and instruction.** The number of Title I schools using comprehensive, research-based approaches to improve curriculum and instruction will increase annually (as evidenced by implementation of Title I targeted assistance, schoolwide, and Comprehensive School Reform Program components).	2.3 Baseline and Follow-up Surveys of Schools, 1998; Longitudinal Evaluation of School Change and Performance, 1998; National Longitudinal Survey of Schools, 1999.	
	2.4 **Extended learning time.** Increasing percentages of Title I schools will operate extended-school year, before- and after-school, and summer programs.	2.4 Baseline and Follow-up Surveys of Schools, 1998; Title I Performance Report, 1998; National Longitudinal Survey of Schools, 1999. Title I Performance Report, 1998.	
	2.5 **Services to eligible students attending private schools.** The number of district and private school officials and teachers reporting more effective communication, consultation, and services as a result of *Agostini v Felton* will increase annually.	2.5 Evaluation of Title I Services to Private School Students, 1999.	• Support state and local efforts, in cooperation with national organizations of public and private school officials, to provide services to eligible children attending private schools under *Agostini v. Felton* by — providing guidance and technical assistance to states, school districts, and private school officials to help them provide services to eligible students attending private schools.

Title I Grants for Schools Serving At-Risk Children — $7,777,000,000 (FY 99)			
Goal: At-risk students improve their achievement to meet challenging standards.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
3. The qualifications and training for teachers and aides will reflect higher standards.	3.1 **Teacher training linked to standards.** The number of teachers and instructional aides in Title I schools who participate in professional development stressing standards-based instruction and teaching will increase annually. 3.2 **Qualified teacher aides.** By 2000, all Title I-supported instructional aides will have earned high school diplomas or general education development certificates (GEDs) within 2 years of employment (if they do not already have them or meet the statutory exemption).	3.1 Baseline Survey of Teachers, 1998; Title II Evaluation, 1998; National Longitudinal Survey of Schools, 1999. 3.2 International Reading Association membership survey, 1997; Follow-up Survey of Schools, 1998; National Longitudinal Survey of Schools, 1999.	• Support and disseminate best practices for teacher training. • Develop and disseminate materials and models for helping paraprofessionals, especially in urban areas, advance their education and become qualified teachers (e.g., including information on federal student aid and a paraprofessional idea book).
4. State and district policy, monitoring, and assistance will promote school and classroom improvements toward challenging standards.	4.1 **Implementing high standards.** — States will develop measures of adequate progress linked to state standards that are substantially more rigorous than those developed under the antecedent Chapter 1 program. — Increasing numbers of districts will make progress in aligning curricula and instructional materials with standards. *In 1996, 31% of districts in early reform states reported a great deal of progress in aligning curricula and instructional, compared with 16% of districts in other states.* 4.2 **Linked assessments.** By 2001, all states will develop or adopt high-quality assessments linked to high standards in reading and math, and use those assessments to measure the performance of students in Title I schools.	4.1 Review of ESEA Consolidated State Plans, 1998; ED State Implementation Survey, 1998; Baseline District Survey (Reports on Reform from the Field), 1997; Follow-up District Survey, 1998. 4.2 ED State Implementation Survey, 1998.	• Help states and school districts develop and implement challenging academic standards by — encouraging states to share information on model standards and effective methodologies for state assessment; — working with states through the consolidated planning process; — providing states with onsite technical expertise and support in standards-based assessment; — finalizing and disseminating the standards, assessment, and accountability guidance; and — providing support on assessment issues from the ED service teams and technical assistance centers.

Title I Grants for Schools Serving At-Risk Children — $7,777,000,000 (FY 99)			
Goal: At-risk students improve their achievement to meet challenging standards.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
	4.3 **Accountability: monitoring, intervention, and assistance.** States and districts will effectively monitor school improvement, provide technical assistance (through school support teams and other sources), and take appropriate action with schools that consistently fail. *In 1996 approximately half of all districts reported difficulty in providing effective technical assistance for schools not making adequate yearly progress.*	4.3 ED State Implementation Survey, 1998; Local District Survey (Living in Interesting Times) 1997; Follow-up Local District Survey, 1998; National Longitudinal Survey of Schools, 1998.	• Work with national organizations and states to assist school support teams and other assistance providers by developing or coordinating the development of materials and training on effective practices and research-based strategies, and other innovative strategies for supporting schools in need of improvement (e.g., data analysis).
Parents and schools as partners for children's learning			
5. Family involvement in learning will improve in Title I schools.	5.1 **School-parent compacts.** Increasing percentages of school staff and parents will report that school-parent compacts are a useful tool for enhancing communication between parents and schools to improve student learning. 5.2 **Improved attendance and homework completion.** Increasing percentages of schools will report improved student engagement as a result of parental involvement.	5.1 Follow-up Survey of Schools, 1998; National Longitudinal Survey of Schools, 1999. 5.2 Follow-up Survey of Schools, 1998; National Longitudinal Survey of Schools, 1999.	• Support increased parent and family involvement through — disseminating a school-parent compact handbook, — working with ED partners to develop strategies for increasing parent involvement, and — promoting family literacy options.

Title I Grants for Schools Serving At-Risk Children — $7,777,000,000 (FY 99)			
Goal: At-risk students improve their achievement to meet challenging standards.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
High-quality and customer-responsive federal administration			
6. Federal leadership, assistance, and guidance in partnership with states and local districts will support school improvement.	6.1 **Responsive and useful guidance.** The number of state and local program coordinators who report that guidance regarding Title I implementation and effective practices is timely, responsive, and useful will increase annually. *In 1996, over 80% of districts and 90% of states reported that written guidance from ED was useful.* 6.2 **Impact on local understanding.** The number of schools reporting that their staff are knowledgeable about the provisions of Title I and how to use Title I to increase student performance will increase annually. 6.3 **Impact on local performance measurement.** Federal technical assistance and other support to states will result in an increase in the number of local school districts with the capacity to disaggregate assessment data.	6.1 Baseline District Survey (Reports on Reform from the Field), 1997; ED State Implementation Study, 1998. 6.2 Baseline and Follow-up Surveys of Schools, 1998; National Longitudinal Survey of Schools, 1998. 6.3 Follow-up Local District Survey, 1998; ED State Implementation Study, 1998.	• Support school improvement in partnership with the states by providing clear and timely information to educators serving at-risk children: — establish a Title I home page; — consult with Title I administrators in developing guidance materials; — use electronic mechanisms to respond to questions; — develop a process for sharing information on effective disaggregation techniques and through the technical assistance centers; — use the results of district survey to design additional dissemination efforts; — distribute information through publications widely read by administrators and teachers for at-risk children.

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Even Start Family Literacy Program — $114,992,000 (FY 99)			
Goal: To help break the cycle of poverty and illiteracy by improving the edcational opportunities of the Nation's low-income families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
Participating families improve their literacy level			
1. The literacy of participating families will improve.	1.1 **Adult literacy achievement.** Increasing percentages of adults will achieve significant learning gains on literacy measures. *In 1996, 53 % of adults achieved a moderate- to large-sized gain between pretest and posttest on a test of functional math skills, 19% on a test of functional reading skills, 17% on a test of math achievement, and 14% on a test of reading achievement.*	1.1 National Even Start Evaluation, sample study, 1997.	• Improve Even Start programs by — identifying and disseminating model projects through Staff Mentoring Sites project; and — disseminating best practices through newsletters, commissioned papers, and regional meetings.
	1.2 **Adult educational attainment.** Increasing percentages of adults will obtain their high school diploma or equivalent. *In 1996, 10% of adults earned a GED since participating in Even Start.*	1.2 National Even Start Evaluation, 1997.	
	1.3 **Children's school readiness and success.** Increasing percentages of children participating in Even Start will attain significant gains on measures of school readiness and achievement. *In 1996, 80% of children made better than expected gains on a test of school readiness, and 63% achieved moderate to large gains on a test of language development.*	1.3 National Even Start Evaluation, sample study, 1997; Synthesis of Research on Intergenerational Literacy, 1998.	
	1.4 **Parenting skills.** Increasing percentages of parents will show significant gains on measures of parenting skills, knowledge, and expectations for their children. *In 1996, 41% of parents scored 75% or higher correct on the posttest measuring the quality of cognitive stimulation and emotional support provided to children in the home.*	1.4 National Even Start Evaluation, sample study, 1997.	

Even Start Family Literacy Program — $114,992,000 (FY 99)			
Goal: To help break the cycle of poverty and illiteracy by improving the edcational opportunities of the Nation's low-income families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
Participating families improve their self-sufficiency outcomes			
2. Self-sufficiency outcomes of participating families will improve.	2.1 **Adult employment**. Increasing percentages of adults will attain employment during or after participating in Even Start. *In 1996, 13% of parents unemployed at intake found employment by the end of the year.* 2.2 **Continuing adult education.** Increasing percentages of adults will continue in their education.	2.1 Synthesis of Research on Intergenerational Literacy, 1998; National Even Start Evaluation, 1997. 2.2 National Even Start Evaluation, 1998; Synthesis of Research on Intergenerational Literacy, 1998.	• Improve Even Start programs by — identifying and disseminating model projects through Staff Mentoring Sites project and — disseminating best practices through newsletters, commissioned papers, and regional meetings.
Even Start projects provide high-quality instructional and support services to families most in need			
3. Even Start projects will reach their target population of families that are most in need of services.	3.1 **Recruitment of most in need.** The projects will recruit low-income, disadvantaged families with low literacy levels. *In 1996, 71% of families had less than $12,000 in annual income and 47% of parents had less than a ninth grade education at intake.*	3.1 National Even Start Evaluation, 1997.	• Work with states to encourage targeting families most in need of services by — disseminating models and discussing targeting issues at state coordinators meetings and — reviewing local applications during integrated reviews for statements on serving families most in need.

Even Start Family Literacy Program — $114,992,000 (FY 99)			
Goal: To help break the cycle of poverty and illiteracy by improving the edcational opportunities of the Nation's low-income families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
4. Local Even Start projects will provide comprehensive instructional and support services of high quality to all families in a cost-effective manner.	4.1 **Service hours.** Projects will offer increasingly higher levels of service hours annually. *In 1996, projects averaged 371 hours of adult education, 201 hours of parenting education, and 530 hours of early childhood education.*	4.1 National Even Start Evaluation, 1997.	• Improve Even Start programs by — identifying and disseminating model projects through Staff Mentoring Sites project; and — disseminating best practices through newsletters, commissioned papers, and regional meetings; and — conducting an analysis and evaluation of the quality and costs associated with Even Start.
	4.2 **Participation, retention and continuity.** Projects will increasingly improve retention and continuity of services. *In 1996, 60% of families were expected to continue. The adult education participation national average in 1996 was 114 hours, parenting education, 27 hours.*	4.2 National Even Start Evaluation, 1997.	
	4.3 **Local collaborations.** Projects will increasingly promote high-quality, cost-effective collaborations. *In 1996, on average, projects had 11 collaborators.*	4.3 National Even Start Evaluation, 1997; Building State Alliances study, 1998.	
High-quality and customer-responsive federal administration			
5. The Department of Education will provide effective guidance and technical assistance and will identify and disseminate reliable information on effective approaches.	5.1 **Federal technical assistance.** An increasing percentage of local project directors will be satisfied with technical assistance and guidance.	5.1 National Even Start Evaluation, 1998.	• Disseminate best practices through high-quality evaluation studies, an Internet listserv, newsletters, and commissioned papers.

Title I Part C: Education of Migratory Children — $354,689,000 (FY 99)			
Goal: To assist migrant children to reach challenging standards			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
Addressing the unique educational needs to improve migrant children's achievement			
1. In concert with other federal programs and state and local reform efforts the MEP will contribute to improved school performance of migrant children.	1.1 **State and local assessments.** Increasing percentages of students in Title I schools, including migrant students, will meet or exceed the basic and proficient levels in state and local assessments (where in place). [NOTE: Only to the extent that disaggregated data on migrant status are reported by those indicated sources will the Office of Migrant Education be able to address indicator 1.1.]	1.1 State and Local Assessment Results, 1997; Longitudinal Survey of Schools (LSS), 1999.	• Encourage states to coordinate their assessment procedures so that migrant children are included in state assessments that are linked to high standards.
	1.2 **Improved attention to assessment of migrant children.** Increasing percentages of SEAs will include migrant children in state assessments that are linked to high standards.	1.2 Council of Chief State School Officers State Indicator Survey, 1997; Crosscutting State Implementation of Federal Elementary/Secondary Programs, 1996 & 1998.	
2. SEAs and LEAs will provide education services outside the regular school term to help migrant students achieve to high standards.	2.1 **Summer education participation.** Increasing percentages of migrant children will be served by summer and intersession programs.	2.1 Migrant Education Program (MEP) State Performance Report, 1998; Fast Response Survey System (FRSS) of migrant summer school providers, 1998.	• Encourage SEAs and LEAs to establish summer programs, intersession programs, and extended day and school year programs for migrant children.
	2.2 **Extended learning opportunities.** Increasing percentages of MEP project sites will provide services to migrant out-of-school youth during summer and intersession programs, extended school year, and before- and after-school programs.	2.2 MEP State Performance Reports, 1998; LSS, 1999.	

Title I Part C: Education of Migratory Children — $354,689,000 (FY 99)			
Goal: To assist migrant children to reach challenging standards			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
Improving coordination of services to migrant children			
3. The MEP wil increase the efficiency and effectiveness of services to migrant children through more effective coordination at the federal, state, and local levels.	3.1 **Inter- and intrastate coordination.** SEAs and LEAs will demonstrate increased interstate and intrastate coordination to improve educational continuity for migrant students. Measures of coordination include joint products resulting from these formal agreements, meetings, or conference to promote coordination; coordinated guidance to grantees; and joint planning by local staff from all available programs. 3.2 **Family access to information.** The number of migrant families using the toll-free number will increase annually. 3.3 **Faster processing.** States will increasingly exchange records electronically within and among states. 3.4 **Program coordination.** Federal, SEA, and LEA staff working with Title I, Part A and Part C, and other federally funded programs, will demonstrate increasing levels of substantive collaboration to meet the unmet needs of migrant children.	3.1 Office of Migrant Education (OME) Survey of State records transfer activities, 1998; information from Consortium Incentive Grants, 1995-99. 3.2 Usage reports from the toll-free number coordination contractor, 1995-99. 3.3 Vendor and state reports on electronic records transfer, 1999. 3.4 Study of the Participation of Migrant Children in Title I Schoolwide Programs, Planning and Evaluation Service (PES), 1997; Crosscutting State Implementation of Federal Elementary/ Secondary Programs, 1998; LSS, 1999.	• Encourage SEAs to form multistate consortia to develop materials and implement procedures jointly for use across multiple states. • Support development and use of "locator software" to facilitate searches of State and regional databases to find and update records on migrant children. • Establish and maintain substantive relationships with other federal programs, including Migrant Health (HHS) and Migrant Labor (JTPA). • Provide technical assistance, through RST visits, policy letters, meeting presentations, and other methods of communication, to promote better coordination of services to migrant students across programs. • Establish schoolwide programs at schools enrolling migrant children, and encourage the blending of MEP funds and services with other program funds so that migrant children can benefit more fully.

Title I Part C: Education of Migratory Children — $354,689,000 (FY 99)			
Goal: To assist migrant children to reach challenging standards			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
	3.5 **Schoolwide programs.** Increasing percentages of schools that migrant children attend will participate in schoolwide programs to improve the educational curriculum and instruction for all children and will help to ensure that migrant children's unique needs are addressed in schoolwide programs.	3.5 Study of the Participation of Migrant Children in Title I Schoolwide Programs (PES), 1997; LSS, 1999; MEP State Performance Reports, 1998.	
Promoting parental and community involvement in student learning			
4. **Encourage SEAs to cultivate relationships among schools, families, and communities to support and encourage migrant parents to become involved with their children's education.**	4.1 **Parental participation.** SEAs will facilitate, encourage, and maintain participation of migrant parents in their children's education.	4.1 LSS, 1999; Survey of State Coordinators, 1998.	• Encourage SEAs and schools to encourage full participation and inclusion of migrant parents in the education of their children.
	4.2 **Community partnerships.** Increasing percentages of SEAs and LEAs will form partnerships with appropriate businesses, local community groups, and schools to encourage parent involvement of migrant parents.	4.2 Information from Consortium Incentive Grants, 1995-99.	• Encourage SEAs and LEAs to work with agribusinesses and other local organizations to support education services and the work of migrant families and workers.
	4.3 **Parent Compacts.** Increasing percentages of schools with migrant children will promote the involvement of migrant parents in parent compacts.	4.3 LSS, 1999.	

Title I, Part D: Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk of Dropping Out of School — $40,311,000 (FY 99)			
Goal: To ensure that neglected, delinquent, or at-risk children and youth will have the opportunity to meet the challenging State standards needed to further their education and become productive members of society.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
Improved student learning			
1. Neglected (N), delinquent (D), and at-risk students will improve academic skills that needed to reach academic and graduation standards set by the states.	1.1 **Academic achievement.** The number of N, D, and at-risk children and youth who will progress toward a high school diploma or GED while institutionalized will increase.	1.1 Analysis of program evaluations carried out by state agencies under Section 1431 of Part D, Subpart 3 of Title I, Part D, 1999; ED Feasibility Study on Improving the Education Data for Incarcerated Youth, January 1998; annual information from state performance reports, 1998.	• Disseminate information and guidance on Part D programs. • Work with pilot states and the Department of Justice to enable states to track and report on academic progress of N or D students. • Meet with Title I and juvenile justice constituencies to encourage adoption of state standards for neglected or delinquent students. Include an N or D strand in Title I conferences and correction education forums.
2. Institutions and programs will demonstrate overall educational reform that better meet the needs of N, D, and at-risk children.	2.1 **Institution-wide programs.** The number of institutions that will operate institution-wide programs integrating other federal and state programs to improve curriculum and instruction across the institution will increase. 2.2 **Innovative Practices.** States will use funds for innovative practices that focus on serving N or D students.	2.1 Annual information from State performance reports, 1998; Census of juvenile residential facilities, 1999. 2.2 Analysis of program evaluations carried out by State agencies under Section 1431 of Part D, Subpart 3 of Title I, 1999.	• Disseminate information on Part D programs. • Promote better understanding of institution-wide objectives and strategies among federal, state, and local agencies that provide educational services to N, D, at-risk children and youth. • Provide opportunities for institutional staff to share and improve strategies that serve N, D, or at-risk children and youth.

Title I, Part D: Programs for Children and Youth Who Are Neglected, Delinquent, or At Risk of Dropping Out of School — $40,311,000 (FY 99)			
Goal: To ensure that neglected, delinquent, or at-risk children and youth will have the opportunity to meet the challenging State standards needed to further their education and become productive members of society.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
Transition to the community			
3. Programs will improve the ability of N, D, and at-risk children and youth to further their education or gain meaningful employment.	3.1 **State support for transition.** All state agencies will have transition programs in place and have the capacity to track progress of students after leaving state-operated N or D programs.	3.1 Analysis of program evaluations carried out by state agencies under Section 1431 of Part D, Subpart 3 of Title I, 1999.	• Identify and disseminate information on exemplary Part D transition programs.
	3.2 **Innovative transition programs.** State and local programs will develop innovative strategies that help institutionalized students make a successful transition from an institution back to the community, either to further their education or to obtain employment.	3.2 ED survey of local agency activities under the Title I, Part D program, August 1998.	
	3.3 **School/employment reenrollment.** Increasing percentages of participants will reenroll in school or enter job training programs following release.	3.3 Analysis of program evaluations carried out by state agencies under Section 1431 of Part D, Subpart 3 of Title I, 1999.	

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Demonstrations of Comprehensive School Reform — $150,000,000 (FY 99)			
Goal: Enable at-risk students to improve their achievement to meet challenging standards.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
At-risk students improve achievement			
1. Student achievement in Comprehensive School Reform (CSR) schools generally will show significant improvement in core subjects.	1.1 **State and local assessments.** Increasing percentages of students in CSR schools will meet or exceed the basic and proficient levels in state and local assessments (where in place).	1.1 Analysis of annual state and local assessment results in CSR schools, 1999.	• Encourage adoption of effective comprehensive reform programs by disseminating program guidance and information that helps States, districts, and schools implement, evaluate, and support reform models and elements. • Help schools implement successfully comprehensive reform efforts by working with labs, states, and other technical assistance providers to design and carry out effective technical assistance strategies.
Schools and classrooms provide high-quality education to improve performance			
2. The number of participating schools providing high quality curriculum and instruction will increase each year.	2.1 **Research-based.** The number of CSR schools implementing and sustaining comprehensive, research-based approaches to improve curriculum and instruction will increase annually. 2.2 **Recognition for quality.** Increasing numbers of CSR schools will be designated as distinguished schools by their States. 2.3 **Implementation.** The number of CSR schools meeting their objectives for implementation will increase annually.	2.1 National evaluation of CSR schools, 1999. 2.2 National evaluation of CSR schools, 1999.	• Work with professional organizations and technical assistance providers to promote school level improvement through adopting CSR approaches. • Establish a national directory of CSR schools. • Explore multiple means, including electronic media, for disseminating information on effective research-based programs.
High-quality and customer-responsive federal administration			
3. Federal leadership, assistance, and guidance in partnership with states and local districts will support school improvement and improved services to students.	3.1 **Useful guidance.** The number of state and local program coordinators who report that Comprehensive Reform implementation guidance is timely, understandable, and informative will increase annually.	3.1 Crosscutting State and Local Implementation Surveys, 1999.	• Encourage adoption of effective comprehensive reform programs by disseminating program guidance and information that helps States, districts, and schools implement, evaluate, and support reform models and elements.

Transition to School Demonstrations — $35,000,000 (FY 99)			
Goal: **To improve school readiness and learning outcomes for disadvantaged children through effective public school/early care and education partnerships that help ensure better outcomes for children and families through continuity in program philosophies, pedagogies, and services from pre-school programs to kindergarten and through the primary grades.**			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
1. Partnerships will result in improved school readiness and learning outcomes for disadvantaged children.	1.1 **School readiness.** Increasing numbers of children will perform better on informal measures of school readiness.	1.1 National evaluation of the Transition to School demonstration grants.	• Encourage partnerships to use effective practices to provide continuity of services in preschool and school.
	1.2 **Retention and special placements.** Retention in grade and special placements will decrease in preschool, kindergarten, and first grade.	1.2 National evaluation of the Transition to School demonstration grants.	
	1.3 **School success.** More children are able to read well and independently by the end of the third grade.	1.3 National evaluation of the Transition to School demonstration grants.	
2. Partnerships will show improved alignment of the early care and education systems to promote continuity in programs and services and improve results for children through grade 3.	2.1 **Staff development.** Preschool educators and other caregivers report that they are better prepared to meet the developmental and learning needs of all children. Public school teachers report that they are more aware of how to address the comprehensive needs of students that affect learning.	2.1 National evaluation of the Transition to School demonstration grants.	• Support and disseminate best practices for staff development. • Encourage partnerships to use effective practices to provide continuity of services in preschool and school.
	2.2 **Curriculum, standards and accountability.** Partnerships will increasingly show linkages between early care and education's curriculum, standards, and accountability systems.	2.2 National evaluation of the Transition to School demonstration grants.	

High School Equivalency Program and College Assistance Migrant Program — $15,000,000 (FY 99)			
Goal: To assist migrant and seasonal farmworker students obtain the equivalent of a high school diploma and, subsequently, to begin postsecondary education, enter military service, or get a job.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
High School Equivalency Program (HEP)			
1. HEP participants complete the program and receive their GED.	1.1 **GED completion**. The percentages of HEP participants who complete the program and receive the GED will continue to remain high, if not increase, in comparison with other, similar populations and programs.	1.1 HEP/CAMP Association reports (1995, et seq.); data from grantee competitive applications (1993); Performance Reports (submitted for non-competing continuations) (1994-99); Data from other programs (e.g., Adult Education, Student Support Services).	• OESE will promote greater coordination of HEP with the MEP and with other adult education, high school completion and dropout prevention programs administered by OVAE and OPE. • OESE will work with HEP projects to collect standardized information on participant outcomes and activities.
2. HEP participants enter postsecondary education, military service, or other career positions.	2.1 **Postsecondary entrance**. Each year an increasing percentage of those HEP participants who received a GED will enter postsecondary education, military service, or other career positions.	2.1 HEP/CAMP Association reports (1995, et seq.); data from grantee competitive applications (1993); Performance Reports (submitted for non-competing continuations) (1994-99).	• Propose statutory changes to strengthen preparation for postsecondary education and better target program services on those persons engaged in seasonal farmwork or currently eligible for services as migrant or seasonal farmworkers under the MEP or JTPA Section 402 program.
College Assistance Migrant Program (CAMP)			
3. CAMP students complete their first academic year at a postsecondary institution in good standing.	3.1 **Academic achievement**. An increasing percentage of CAMP participants have satisfactory grade point averages (GPAs) during the period CAMP services are provided (i.e., the first academic year at a postsecondary institution).	3.1 Data from grantee competitive applications (1993); Performance Reports (submitted for non-competing continuations) (1994-99).	• OESE will promote coordination of CAMP with the MEP and other relevant OPE programs (e.g., TRIO). • OESE will work with CAMP projects to collect standardized information on participant outcomes and activities.
4. CAMP students graduate from a four-year college or university.	4.1 **Student graduation**. An increasing percentage of former CAMP participants continue to attend postsecondary institutions and complete degree programs -- in comparison with other, similar populations and programs.	4.1 HEP/CAMP Association reports 1995, et seq).; data from other programs (e.g., Adult Education, Student Support Services).	• Propose statutory changes to improve targeting of CAMP services on those persons currently eligible for services as migrant or seasonal farmworkers under the MEP or JTPA Section 402 program.

Impact Aid

Impact Aid — $696,000,000 (FY 99)			
Goal: To provide appropriate financial assistance for federally connected children who present a genuine burden to their school districts.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
Basic payments			
1. Provide payments on behalf of federally connected children that closely approximate the actual local cost of educating children in the district, including federally connected children.	1.1 **Payment amounts.** For at least 90% of all LEAs, actual payments will be within 10% of the target payment (the payment the LEA would receive at the level appropriated by Congress using the formula proposed in the President's FY 1999 budget). *In 1998, approximately 8% of all payments to LEAs will be within 10% of the ideal target payment.* 1.2 **Per-pupil expenditures.** Recipient LEAs' per-pupil expenditures, after receipt of Basic Payment, will be within 90% and 110% of the state average per-pupil expenditures.	1.1 Annual application, National Center for Education Statistics (NCES), and payment simulations, 1999. 1.2 Annual application, NCES, and payment data, 1997.	• Propose formula changes through legislation and appropriations language to ensure that funds are directed to districts serving federally connected children for whom the federal government has a primary obligation.
2. Make payments in a timely manner.	2.1 **Timeliness of payments.** 90% of eligible applicants will receive an initial payment within 60 days following the enactment of an appropriation.	2.1 Annual application and payment files, 1997. Data will be provided by program staff.	• Improve review procedures. • Increase use of technology.
3. Make accurate payments.	3.1 **Overpayment forgiveness requests.** The number of overpayment forgiveness requests received will not exceed 10 in a given fiscal year, beginning with FY 1998.	3.1 Data will be provided by program staff.	• Continue quality control processes to minimize payment errors.
Payments for heavily impacted districts			
4. Provide payments that support adequate current expenditures.	4.1 **Per-pupil expenditures.** Heavily impacted payments will provide sufficient funds so that the per-pupil expenditures of eligible LEAs shall be between 90% and 110% of the state average per pupil expenditure. *Preliminary data indiacte that in 1995, 5 LEAs were within this range, 9 were above it, and 1 was below it.*	4.1 Annual application and payment data, 1996.	• Propose formula changes through legislation and appropriations language to ensure that funds are directed to districts serving high concentrations of federally connected children for whom the federal government has a primary obligation.

Impact Aid — $696,000,000 (FY 99)			
Goal: To provide appropriate financial assistance for federally connected children who present a genuine burden to their school districts.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
Facilities			
5. Continue to maintain, repair, renovate, and transfer ED-owned school facilities.	5.1 **Facility transfers.** At least 6 school facilities will be transferred to LEAs or relinquished annually. All ED-owned facilities will be transferred or relinquished by 2005. *In 1996, 4 facilities were transferred.*	5.1 Program files, 1997.	• The Department has requested funding to maintain ED-owned school buildings in a safe condition and fund a limited number of renovation and transfer projects in the FY 1999 budget. • Continue negotiations with LEAs to ensure timely transfer of facilities. • Continue cooperative efforts with the Department of Defense to encourage the transfer of facilities to school districts.

Class Size Reduction and Teacher Financing

Class Size Reduction and Teacher Financing Initiative — $1,100,000,000 (FY 99)			
Goal: Reduce average class size nationally in grades 1-3 and provide qualified teachers so that all children may learn to read independently and well by the end of third grade.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
1. To reduce average class size nationally in grades 1-3.	1.1 **Smaller classes.** States will annually reduce the average class size in grades 1-3 so that, by 2005, the average class size nationally in the targeted grades is 18 students per classroom.	1.1 Annual state performance reports; national evaluation study, 2006.	• Achieve enactment of the program.
2. To improve student achievement in reading, in concert with America Reads Challenge and other federal programs and initiatives.	2.1 **Student achievement.** Increasing percentages of fourth graders will score at or above the basic level in reading on the National Assessment of Educational Progress (NAEP). *In 1994 the baseline was 60 percent.* 2.2 **State/ local assessments.** Increasing percentages of fourth graders at schools receiving program funds will score at basic, proficient, or advanced levels in reading on State or local assessments.	2.1 National Assessment of Educational Progress, 2002. 2.2 Title I performance reports; annual State performance reports.	• Promote improvement of teacher preparation in elementary school reading and link school curriculums to high standards in reading.
3. To ensure that newly hired and existing teachers are fully qualified, and have the knowledge to teach reading effectively in small classes.	3.1 **Increased professional development in reading instruction.** Increasing percentages of teachers in grades one through three will complete intensive professional development in teaching reading effectively, especially methods for teaching reading to students who experience difficulty in learning to read. 3.2 **Improved preparation for teaching reading in small classes.** Increasing percentages of teachers in grades one through three will receive intensive professional development in effective teaching methods in small classes.	3.1 Annual state performance reports; national evaluation study. 3.2 Annual state performance reports; national evaluation study.	• Strengthen the Department's existing programs that provide support for personnel preparation to provide improved pre-service and inservice professional development for school staff.

School Improvement

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Eisenhower Professional Development Program — $335,000,000 (FY 99)			
Goal: To improve the quality of classroom teaching through professional development.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
1. Classroom instruction is improved through effective professional development .	1.1 **Teachers' skills and classroom instruction.** By 1998, over 50% of a sample of teachers will show evidence that participation in Eisenhower-assisted professional development has resulted in an improvement in their knowledge and skills, and by 1999 in an improvement in classroom instruction.	1.1 National Eisenhower (Ike) Evaluation, 1998-2000.	• This program directly supports ED's Strategic Objectives 1.4, 2.2, and 2.3 by providing opportunities for teachers to improve their knowledge, skills, and teaching practice in order to help students achieve high standards of academic performance. • Disseminate and discuss ED's Mission and Principles of High-Quality Professional Development.
2. High-quality professional development and state policy are aligned with high state content and student performance standards.	2.1 **District-level professional development.** By 1998, over 50% of teachers participating in district-level or higher education Eisenhower-assisted professional development will participate in activities that are aligned with high standards. By 2000, over 75% will.	2.1 National Ike Evaluation, 1998; related information from periodic state performance reports, 2000.	• Work with professional organizations such as the National Council of Teachers of Mathematics (NCTM) to develop strategies for encouraging states to link professional development to high state standards. • Disseminate information to Eisenhower state coordinators on aligning professional development with high state content and student performance standards.
3. Professional development is sustained, intensive, and high-quality and has a lasting impact on classroom instruction.	3.1 **High quality.** By 1998, over 50% of teachers participating in district-level, Eisenhower-assisted professional development activities will participate in activities reflecting best practices, including a focus on continuous improvement. By 2000, over 75 percent will.	3.1 National Ike Evaluation, 1998; related information from periodic state performance reports, 2000.	• Produce and disseminate a publication on exemplary models for professional development programs that receive Eisenhower funding. • Continue to work with the National Science Foundation (NSF) to share information on best practices.

Eisenhower Professional Development Program — $335,000,000 (FY 99)			
Goal: To improve the quality of classroom teaching through professional development.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
	3.2 **Intensity.** By 1998, 35% of teachers participating in district-level Eisenhower-assisted activities will participate in activities that are a component of professional development that extends over the school year; by 2000, over 50% will.	3.2 National Ike Evaluation, 1998; related information from periodic state performance reports, 2000.	• Through technical assistance workshops, program guidance, and ED's integrated review team (IRT) visits, the states are encouraged to adopt and report on strategies that promote professional development activities that extend over the school year and assist in reaching the states' reform efforts.
4. High-quality professional development is provided to teachers who work with disadvantaged populations.	4.1 **High-poverty schools.** The proportion of teachers participating in Eisenhower-assisted activities who teach in high-poverty schools will exceed the proportion of the national teacher pool who teach in high-poverty schools. 4.2 **Context (not limited to any single program): Teachers.** Teachers in high-poverty schools (with high concentrations of Title I, Part A sevices) will participate in intensive, sustained, high quality professional development at rates comparable to or higher than the rates for teachers in other schools. *The 1994 SASS shows that 36% of teachers in high-poverty public schools participated in professional development programs focusing on in-depth study in their subject field, compared with 30% for teachers in low-poverty schools.*	4.1 National Ike Evaluation, 1998; related information from periodic state performance reports, 2000. 4.2 NCES' Schools & Staffing Survey (SASS) 1994; NCES Fast Response Survey 1996-98.	• Continue to promote the involvement of teachers from high-poverty schools and underrepresented populations. • Review needs assessment plans required of each LEA to ensure that teachers from high-poverty schools are included in long-term, sustained, and intensive professional development.
5. Effective management of the Eisenhower Program at the federal, state, and local levels supports systemic reform.	5.1 **Federal guidance and assistance.** The number of Eisenhower state coordinators who report that ED guidance and assistance are timely and helpful will increase.	5.1 Office of the Under Secretary's Planning and Evaluation Service (PES) Survey of State Federal Program Administrators, 1998.	• Through technical assistance workshops, ensure accurate interpretation of the program statute, including new requirements and how they are to be implemented at the state and local levels. • Communicate program expectations between all entities (Federal, state, and local).

Eisenhower Professional Development Program — $335,000,000 (FY 99)			
Goal: To improve the quality of classroom teaching through professional development.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
	5.2 **Integrated state planning and collaboration.** By 1998, 50% of all states will have developed performance indicators for integrated professional development across programs (including Eisenhower) in order to support systemic reform and will have data collection systems in place; by 2000, 75% will have.	5.2 Office of the Under Secretary's Planning and Evaluation Service (PES) Survey of State Federal Program Administrators, 1998; related information from periodic state performance reports, 1999, 2000.	• Provide technical assistance to states on performance indicators for state and local programs.

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Innovative Education Program Strategies (Block Grant) (Title VI, ESEA) — $0 (FY 99)			
Goal: To support state and local efforts to accomplish promising education reform programs.			
Objectives	**Indicators**	**Data Source**	**Strategies**
1. Increase the percentage of Title VI funded activities that support local education reform efforts.	1.1 **Reform efforts.** The use of Title VI funds will show evidence that the activities supported are integral to achieving district reform plans.	1.1 Title VI Annual Reports, 1998; Targeting and Resource Allocation Study, 1998.	• Make presentations at regional and national meetings to assist Title VI coordinators in ensuring that program funds are used in a manner consistent with state and local reform plans. • Provide coordinators with information on activities, aligned with the purposes of the program, that have been proved effective.
2. Effective management of the Title VI program supports systemic reform at the federal, state and local levels.	2.1 **Quality ED service.** State and local educational agencies will report that technical assistance and other services provided by ED and federal assistance providers are useful and of high quality. 2.2. **Quality State implementation**. Title VI state coordination, monitoring, and assistance will show that the program is integrated in state activities to advance state reform agendas.	2.1 Baseline Crosscutting Survey of State Implementation of Federal Programs, 1997 and Followup Crosscutting State Survey, 1998.	• Continue professional development of Office of Elementary and Secondary employees to develop expertise in principles and practices of education reform. • Ensure that technical assistance and other services by ED staff are useful and of high quality through responding to feedback provided by state and local program administrators during ED Integrated Review Team visits will.

Safe and Drug-free Schools Program — $606,000,000 (FY 99)			
Goal: To help ensure that all schools are safe, disciplined, and drug free by promoting implementation of high-quality drug and violence prevention programs.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
Outcomes			
1. Reduce alcohol and drug use and availability in schools.	1.1 **Drug use in schools.** Rates of alcohol and drug use (alcohol, marijuana, tobacco) in schools will slow and begin to fall by 2000.	1.1 Monitoring the Future (MTF), 1997 (students in grades 8, 10, and 12 use of alcohol, marijuana, tobacco measured.)	• Identify and publicize promising prevention programs and strategies.
	1.2 **Drugs offered in schools**. The number of students who are offered illegal drugs at school will decrease. *1992 levels were 10%, 18% and 23% for grades 8, 10, and 12.*	1.2 MTF, 1997.	
2. Reduce number of criminal and violent incidents in schools.	2.1 **Violent incidents in schools.** The number of criminal and violent incidents in school (by students) will show continuous decreases between now and 2002.	2.1 National Crime Survey, 1997; MTF, 1997 (threatened, injured, and theft.)	• Identify and publicize promising prevention programs and strategies. • Host conference for SEAs, governors, and large SEAs to showcase promising programs.
	2.2 **Weapons in schools.** The number of weapons and firearms carried to school will decrease. *In 1993 12% of high school students carried weapon on school property.*	2.2 Center for Disease Control's (CDC) biennial Youth Risk Behavior Survey (YRBS), 1997.	• Collaborate with Office of Juvenile Justice and Delinquency Prevention (OJJDP) on the truancy and hate crimes initiatives and on assistance to schools in violence prevention activities.
	2.4 **Attacks on teachers**. The number of physical attacks, threats on teachers will decrease. *2% of teachers were physically attacked ; 8% were threatened.*	2.4 MTF, 1997.	
	2.5 **School-related homicides**. The number of school-related homicides will decrease. *CDC/ED study: 85 school-associated homicides were reported in 1992-1994.*	2.5 Study needs to be conducted for 1998/99 and interim, if possible.	• Provide training and technical assistance, in collaboration with the Department of Justice and HHS, to SEAs and LEAs on effective prevention strategies.
	2.6 **Disruptive behavior**. The number of students whose learning is occasionally interfered with by misbehaving students will decrease. *In 1992, 53% of students in grades 8 and 10 had their learning occasionally interfered with by other misbehaving students.*	2.6 MTF, 1997.	• Develop, with DOJ, the President's Annual Report Card on School Violence.

Safe and Drug-free Schools Program — $606,000,000 (FY 99)			
Goal: To help ensure that all schools are safe, disciplined, and drug free by promoting implementation of high-quality drug and violence prevention programs.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
3. Reduce alcohol and drug use among school-age youth.	3.1 **Drug use by school-aged children**. Rates of alcohol and drug use among school-aged children will slow and begin to fall by 2000. 3.2 **Tolerance toward drugs.** The percentage of students reporting tolerant attitudes toward drug and alcohol use will decline significantly between now and 2002.	3.1 MTF, 1997 (marijuana, cocaine, LSD, heroin, meth, tobacco, and alcohol); National Household Education Survey, 1998 3.2 MTF, 1997.	• Identify and publicize promising prevention programs and strategies.
Quality programs and services			
4. Assist Institutions of Higher Education (IHEs) to implement effective drug and violence prevention programs through National Programs.	4.1 **Higher education**. By 1999, the National Programs will provide technical assistance to all IHEs about models for effective drug and violence prevention programs.	4.1 Periodic review of ED files.	• Provide technical assistance on effective programs. • Conduct grant competitions to develop, validate, and disseminate model programs and strategies.
5. Assist LEAs to align their programs with ED's Principles of Effectiveness for Prevention Programs through both state formula grants and National Programs. Programs must be tied to a needs assessment, have goals that are measureable and tied to outcomes, be research based, and be evaluated periodically.	5.1 **Principles of effectiveness**. By 1999, all LEAs will use prevention programs that are based on the Principles of Effectiveness. 5.2 **Coordinators**. By 2000, all drug and violence prevention coordinators funded by the middle school coordinator initiative will implement effective, research-based programs, in accordance with the Principles of Effectiveness.	5.1 Survey, to be developed, 1999. 5.2 Planned evaluation.	• Develop and promulgate Principles of Effectiveness for Prevention Programs. • Develop guidance and provide technical assistance to states and LEAs in how to apply the principles. • Identify and publicize promising prevention programs and strategies. • Provide training and technical assistance to prevention coordinators for middle schools.
6. Ensure that LEAs enforce the Gun-Free Schools Act.	6.1 **Gun-Free Schools Act notifications and expulsions**. By 1997 all LEAs receiving ESEA funds will have policies requiring the expulsion of students who bring firearms to school and requiring notification of law enforcement.	6.2 Gun-Free Schools Act data collection, 1997.	• Use monitoring and technical assistance to ensure LEA compliance.

Safe and Drug-free Schools Program — $606,000,000 (FY 99)			
Goal: To help ensure that all schools are safe, disciplined, and drug free by promoting implementation of high-quality drug and violence prevention programs.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
7. Assist LEAs to set policies prohibiting the sale, distribution, and use of alcohol, drugs, and tobacco products at school or at school-sponsored functions.	7.1 **School policies**. By 1997 all LEAs will have policies prohibiting the sale, distribution, and use of alcohol and other drugs at school or at school-sponsored functions and activities.	7.1 ED/LEA survey, supplemented with data from SHPPS Survey, 1997.	• Develop policy for ensuring that "medical marijuana" is kept out of all schools, and disseminate policy to all SEAs.
	7.2 **The Pro-Children Act**. All LEAs have policies prohibiting smoking in school.	7.2 HHS/CDC School Health Policies and Programs Report, 1997.	• Identify school districts not in compliance and provide technical assistance to ensure compliance.
8. Improve the quality and use of state and local performance data through both state formula grant and National Programs.	8.1 **State surveys**. By 1999 all states will conduct periodic statewide surveys or collect statewide data on student alcohol and drug use and incidents of crime and violence in schools.	8.1 ED/SDFS Survey, 1998.	• Develop discretionary grant program to improve SEAs' capacity to collect and analyze data.
	8.2 **State performance indicators**. By July 1997 all SEA and governors' programs will have acceptable performance indicators.	8.2 Review of ED files, 1997.	• Withhold apporval of state plans without performance indicators. Provide technical assistance to SEAs that are unable to develop appropriate indicators.
	8.3 **Approval of LEA applications**. All states will use performance indicators to make decisions regarding approval of LEA application for FY 1997 funding.	8.3 ED/SDFS Survey, 1998.	• Identify school districts not in compliance and provide technical assistance to ensure compliance.
	8.4 **LEA program improvement**. LEAs will routinely use performance indicators to determine wether activities should be continued or modified.	8.4 ED/LEA Survey, 1998.	

Safe and Drug-free Schools Program — $606,000,000 (FY 99)			
Goal: To help ensure that all schools are safe, disciplined, and drug free by promoting implementation of high-quality drug and violence prevention programs.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
Federal administration (Safe and Drug Free Schools office)			
9. Provide high-quality products and technical assistance that helps align local programs with Principles of Effectiveness through National Programs.	9.1 **Technical assistance**. By 1998, the National Programs will provide technical assistance to all SEAs and LEAs about models for effective drug and violence prevention programs.	9.1 Periodic review of ED files.	• Hold a conference for SEAs, governors' offices, and large LEAs on what works; publicize proceedings. • Conduct grant competitions to identify model programs and support replication of effective programs. • Use the Safe and Drug-Free Schools Program (SDFSP) web page to make SEAs, LEAs, and schools aware of promising practices.

Inexpensive Book Distribution — $13,000,000 (FY 99)			
Goal: To provide programs that promote literacy skills and motivate children to read, including the distribution of inexpensive books to children.			
Objective	**Indicator**	**Source and Next Update**	**Strategies**
1. Support the goals of the America Reads Challenge and the U.S. Department of Education's priority of having children read independently and well by the end of the grade 3 and the literacy development of young people through grade 12 by supporting and promoting the establishment of reading motivation programs through Reading Is Fundamental (RIF) projects.	1.1 **Increase in numbers of children served and books distributed by RIF projects.** The number of children served and books distributed by RIF projects will increase annually. *In FY 1997, RIF served 1,982,000 children and distributed 6,343,000 books.*	1.1 Annual Performance Reports, 1997.	• Encourage grantees to broaden and strengthen community partnerships to ensure lasting financial sufficiency. • Encourage grantee to coordinate project efforts with local Title I, Migrant Education, Even Start, and America Reads Challenge: Read*Write*Now programs.
	1.2 **Financial self-sufficiency.** In order to use federal funds to support the implementation of additional local RIF projects, the federal share of funds that support existing RIF projects will decrease over time. *Currently there are 2,000 organizations on a waiting list to implement local RIF projects.*	1.2 Annual Performance Reports, 1997.	
	1.3 **Promote community literacy efforts.** RIF projects will increasingly engage in partnership activities and work to promote broad-based community support for, and involvement in, literacy projects. *A 1992 evaluation found that 80% of local RIF projects were operated by schools, districts, and PTA organizations. The goal is to involve a broader array of community actors, volunteers, and supporting groups in RIF projects.*	1.3 Evaluation of the Inexpensive Book Distribution Program, 1992; Annual Performance Reports, 1997.	
2. Serve children with special needs* through Reading Is Fundamental (RIF) projects. * *Children with special needs are defined as children at risk of school failure, disabled and homeless children, children of migrant families, institutionalized and incarcerated children, or children of institutionalized or incarcerated parents.*	2.1 **Children with special needs.** An increasing percentage of children served by RIF will be those with special needs. *Currently, approximately 67% of children served by RIF projects have special needs.*	2.1 Annual Performance Reports, 1997.	• Provide technical assistance and advice to grantee on effective ways to reach out to underserved, at-risk, and special needs children. • Encourage grantee to coordinate project efforts with local Title I, Migrant Education, Even Start, and America Reads Challenge: Read*Write*Now programs.

Arts Education — $10,500,000 (FY 99)			
Goal: To promote, improve, and enhance arts education and cultural activities for elementary and secondary students.			
Objective	**Indicator**	**Source and Next Update**	**Strategies**
1. Activities supporte with federal funds will serve an increasing proportion of students with disabilities or students who would not otherwise have access to cultural activities.	1.1 **Outreach.** Outreach efforts supported by the Kennedy Center will reach a greater number of communities, particularly in urban, rural, and socioeconomically disadvantaged areas.	1.1 Annual performance reports, 1998.	• Provide technical assistance and advice to grantees on effective ways to reach underserved, at-risk, and special needs students.
	1.2 **Outreach**. Very Special Arts will expand the number of affiliates and partnerships that it supports to provide arts education; and its use of technology will increase access to the arts for students with disabilities. *Planned for FY 1998.*	1.2 Annual performance reports, 1998.	
2. Grantee activities will emphasize improvement regarding the quality of arts education programs by accentuating professional development and the development of curriculum materials.	2.1 **Quality of services.** Grantees will create, revise, and disseminate high-quality professional development activities and curriculum materials tied to challenging standards annually.	2.1 Annual performance reports, 1998.	• Provide information to grantee about effective teacher training practices. • Provide arts education resources, developed by grantees, to schools through the use of technology.

Magnet Schools Assistance Program — $101,000,000 (FY 99)			
Goal: To assist in the desegregation of schools served by local educational agencies.			
Objective	**Indicators**	**Source and Next Update**	**Strategies**
1. Federally funded magnet programs eliminate, reduce, or prevent the incidence and/or the degree of minority student isolation in targeted schools.	1.1 **Minority group isolation:** — Targeted schools will *eliminate*, *reduce*, or *prevent* minority group isolation according to their objective. — Magnet programs will not have a significant adverse impact on the racial composition of feeder schools. 1.2 **Minority/nonminority distribution.** Magnet curricular activities generally will reflect the same minority/nonminority distribution as the magnet school (or program within school [PWS]).	1.1 Magnet Schools Assistance Program (MSAP) applications, FY 1998; MSAP annual project reports, beginning FY 1999; MSAP Evaluation, 2000. 1.2 MSAP applications, FY 1998; MSAP annual project reports, beginning FY 1999; MSAP Evaluation, 2000.	• Provide pre- and postaward technical assistance to applicants and grantees. • Use monitoring and program reports to identify grantees experiencing difficulty in meeting their desegregation objectives, implementing reforms, carrying out innovative themes, or strengthening students' knowledge, and provide technical assistance to these grantees.
2. Federally funded magnet programs or innovative programs (§5111) promote national, state, and local systemic reforms and are aligned with challenging state content and student performance standards.	2.1 **National, state, and local reforms.** Programs play an active role in planning and implementing national, state, and local reforms. 2.2 **State content and performance standards.** Project designs will explicitly provide evidence of the use of challenging state content and student performance standards. These are reflected in the program curriculum and in planned student assessments aligned to the curriculum.	2.1 MSAP applications, FY 1998; MSAP annual project reports, beginning FY 1999; MSAP Evaluation, 2000. 2.2 MSAP applications, FY 1998; MSAP annual project reports, beginning FY 1999; MSAP Evaluation, 2000.	• See Objective 1 strategies.
3. Federally funded magnet programs or innovative programs (§5111) feature innovative educational methods and practices that meet identified student needs and interests.	3.1 **Innovative themes.** Programs will incorporate innovative themes and elements that meet identified student needs and interests. 3.2 **Innovative educational methods and practices.** Programs will incorporate innovative educational methods and practices that promote student achievement.	3.1 MSAP applications, FY 1998; MSAP annual project reports, beginning FY 1999; MSAP Evaluation, 2000. 3.2 MSAP applications, FY 1998; MSAP annual project reports, beginning FY 1999; MSAP Evaluation, 2000.	• See Objective 1 strategies.

Magnet Schools Assistance Program — $101,000,000 (FY 99)			
Goal: To assist in the desegregation of schools served by local educational agencies.			
Objective	**Indicators**	**Source and Next Update**	**Strategies**
4. Federally funded magnet programs or innovative programs (§5111) strengthen students' knowledge of academic subjects and skills needed for successful careers in the future.	4.1 **Improved student achievement.** Students will show achievement gains in core subjects, as well as in applied learning skills, that meet or exceed the gains for students in the district as a whole. (Applied learning skills include higher-order-thinking skills, individual problem-solving ability, communication skills, computer skills, and ability to contribute to group projects.)	4.1 MSAP applications, FY 1998; MSAP annual project reports, beginning FY 1999; MSAP Evaluation, 2000.	• See Objective 1 strategies.
	4.2 **Vocational skills.** *(Optional for federally funded magnet schools, PWSs, or innovative projects that do not feature development of specialized skills)* Students will demonstrate knowledge and proficiency in vocational skills related to the magnet theme.	4.2 MSAP applications, FY 1998; MSAP annual project reports, beginning FY 1999; MSAP Evaluation, 2000.	
5. Innovative programs (§5111) assist in the desegregation of schools through effective strategies other than magnet schools and through parent and community involvement.	5.1 **Assist in desegregation.** Innovative programs involving strategies (other than magnet schools) such as neighborhood schools, ro community model schools organized around a special emphasis, theme, or concept will measurably assist in the desegregation of schools.	5.1 Innovative Programs (§5111) applications, FY 1999; Innovative Programs annual project reports, beginning FY 2000.	• See Objective 1 strategies.
	5.2 **Parental and community involvement.** Projects will incorporate practices that support extensive parental and community involvement that are related to the program model (e.g., neighborhood school, community model school) being implemented.	5.2 Innovative Programs (§5111) applications, FY 1999; Innovative Programs annual project reports, beginning FY 2000.	

Stewart B. McKinney Homeless Assistance Program — $30,000,000 (FY 99)			
Goal: To ensure access of homeless children and youth to the same free, appropriate public education, including a public preschool education, as is provided to other children and youth.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
1. Access of homeless children and youth to equitable public education will improve.	1.1 **Public schools.** An increasing percentage of homeless children and youth will enroll in public schools.	1.1 Triennial State Data Collection Report ["Triennial Report"], 1998.	• Promote SEA awareness of the need to improve access to education for homeless children by encouraging the Title I and Homeless program coordinators to work together to meet the needs of homeless children and youth. • Require state Homeless program coordinators to ensure that LEAs have designated local homeless liaisons. • Disseminate successful practices through national conferences, regional meetings, publications, and site visits. • Disseminate information and guidance on the statutory requirement for the inclusion of services to homeless preschool-age children under the Act.
	1.2 **All federal and state programs.** An increasing number of homeless children and youth will have access to all federal programs and state-sponsored academic programs.	1.2 Triennial Report; Follow-up to the National Evaluation, 1999.	
	1.3 **Eliminating barriers.** Decreasing numbers of states will report transportation, immunization, and residency requirements as barriers to access to education.	1.3 Triennial Report, 1998; Follow-up to the National Evaluation, 1999.	
	1.4 **Preschool-age children**. Increased percentage of preschool-age homeless children will be enrolled in preschool programs.	1.4 Triennial Report, 1998.	
2. Opportunities of homeless children and youth to meet the same challenging state student performance standards to which all students are held will inprove.	2.1 **Achievement data.** Increased number of LEAs will report that they collect data on the achievement of homeless children and youth.	2.1 Triennial Report, 1998; Follow-up to the National Evaluation, 1999.	• Assist SEAs and LEAs in developing and implementing plans to systematically increase achievement of homeless children and youth by providing SEAs with technical assistance from Comprehensive Regional Assistance Centers (CACs).
	2.2 **Success.** Increased number of LEAs will report to the state that the educational performance of homeless children and youth is improving.	2.2 Same as 2.1.	
3. States will provide improved guidance and technical assistance and identify and will disseminate reliable information on effective approaches to serving homeless children and youth.	3.1 **Coordination.** An increasing number of states will report program coordination that can be used to encourage federal, state, and local policy makers and administrators to improve Homeless program services.	3.1 Follow-up to the National Evaluation, 1998; Triennial Report, 1999.	• Disseminate successful practices through national conferences, regional meetings, publications, and site visits.

Women's Educational Equity Act Program (WEEA) — $3,000,000 (FY 99)			
Goal: To promote equity in education for women and girls in the United States.			
Objective	**Indicator**	**Source and Next Update**	**Strategies**
1. Promote gender equity in education to ensure that girls and women have educational opportunities comparable to those available to boys and men.	1.1 **LEA implementation.** Increasing percentages of LEAs will adopt research-based curriculum, policies, and practices that ensure gender equity in education.	1.1 Annual Performance Reports, 1999.	• SIP staff will coordinate with the Resource Center to disseminate current gender equity materials and resources, and technical assistance on their use.
2. Increase awareness of gender equity problems in education.	2.1 **Awareness.** Increasing numbers of LEAs will receive information and technical assistance on strategies that address gender equity problems in education.	2.1 WEEA Resource Center Report, 1999.	• SIP staff will coordinate with the WEEA Resource Center to disseminate information and provide technical information on gender equity problems in education.
3. Promote training activities that prepare educators to meet the needs of women and girls, including those who suffer from multiple forms of discrimination (i.e., sex, race, ethnic origin, limited English proficiency, disability, or age).	3.1 **Training strategies.** Increasing numbers of educators will receive gender equity training, including training that deals with multiple forms of discrimination.	3.1 Annual Performance Reports, 1999; WEEA Resource Center Report, 1999.	• SIP staff will coordinate with the WEEA Resource Center to disseminate information on effective training techniques and promising practices for equity in education.

Title IV of the Civil Rights Act: Equity Assistance Center Program — $8,300,000 (FY 99)			
Goal: To support access and equity in public schools and help school districts to solve equity problems in education related to race, gender, and national origin.			
Objectives	**Indicators**	**Sources and Next Update**	**Strategies**
1. Provide high-quality technical assistance and training to public school districts in addressing equity in education.	1.1 **Addressing educational problems.** An increasing percentage of Equity Assistance Center (EAC) technical assistance services address problems directly related to opportunities for special populations affected by problems in equity related to race, gender, or national origin, to meet or exceed the same standards established for all students in a State or school district. 1.2 **Training in capacity building.** School districts will annually expand their own capacity to cope effectively with special educational problems occasioned by problems in equity as a result of training activities provided by EACs.	1.1 EAC annual performance reports, 1999. 1.2 EAC annual performance reports, 1999; project monitoring records, annual, 1999; EAC follow-up surveys on impact of training, annual, 1999.	• Conduct timely communication of ED information regarding strategies to ensure that all students have opportunities to meet high standards. • Encourage districts implementing school choice and other programs to consider assistance that is available from EACs in the formulation of their strategies to improve equality of student access and involvement in high quality instructional programs. • Disseminate information and provide regular updates from Office for Civil Rights (OCR), Office of the Genteral Council (OGC), and other appropriate sources on issues regarding equity in education to EACs.
2. Develop an effective collaborative working relationship with other technical assistance providers to ensure that equity needs are addressed.	2.1 **Collaboration with other technical assistance providers.** As a result of coordination activities, appropriate referrals and joint technical assistance activities with research institutions and other technical assistance providers will increase annually.	2.1 EAC annual performance reports, 1999.	• Create or expand both regional and national networks of technical assistance providers through joint meetings and other activities. • Maintain lists of all technical assistance providers on ED web site. • Invite other technical assistance providers to meetings of EAC directors to expand directors' knowledge of resources and mandates of the other TA providers.

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Allen J. Ellender Fellowship Program — $0 (FY 99)			
Goal: To improve participants' knowledge, skills, and attitudes regarding the three branches of government			
Objective	**Indicators**	**Source and Next Update**	**Strategies**
1. To implement a program to increase student's knowledge and skills in civic participation , with emphasis on special needs students..	1.1 **Students from targeted groups.** Each year, an increasing percentage of participants will be special needs students (e.g., those with disabilities, ethnic minority, and migrant).	1.1 Grantee's analysis, 1999.	• Disseminate information about the program to SEAs, LEAs in rural areas/small towns, and technical assistance providers.
	1.2 **Outreach to schools.** Students from rural areas, small towns, and urban areas will participate. Increasing numbers of rural schools that participate each year.	1.2 Grantee's annual reports, 1999.	• Encourage grantee to allocate more student fellowships to schools with high proportions of special needs students.
	1.3 **Student knowledge.** Students will demonstrate an increased understanding of the democratic process.	1.3 Grantee analysis of student and teacher surveys. (Planned for 1998-99; data available 1999)	
2. Increase the impact of the Ellender program through teacher training, educational materials, and development of civic education programs.	2.1 **Teacher use of materials**. More teachers will use materials prepared by grantee.	2.1 Grantee site visits, 1999.	• Provide information about effective teacher training and related practices.
	2.2 **Development of civic education programs.** More teachers will use information and strategies from grantees professional development program to organize civic education programs.	2.2 Grantee site visits, 1999.	
3. Make progress toward full financial independence from federal funding.	3.1 **Increased private funding**. An increasing percentage of grantees' funding will come from nonfederal sources.	3.1 Annual audit and grantee reports; first available 1998.	• Work with grantee to develop and refine plans for obtaining funding from nonfederal sources.

Native Hawaiian Education Program — $18,000,000 (FY 99)			
Goal: To assist the Native Hawaiian population achieve to challenging standards through supporting supplemental programs that meet their unique needs.			
Objectives	**Indicators**	**Sources and Next Update**	**Strategies**
1. Native Hawaiian students served will enter school ready to learn and will progress at rates similar to all students in achievement.	1.1 **Children's school readiness.** Increasing percentages of Native Hawaiian children served will improve on measures of school readiness and literacy relative to the Native Hawaiian population as a whole.	1.1 Annual performance reports, 1999.	• OESE staff will share information obtained from other ED programs with similar objectives.
	1.2 **Student achievement.** Increasing percentages of students will meet or exceed the academic goals that are established by the state or on national assessments.	1.2 Annual performance reports, 1999.	
2. Parents and teachers will have access to instructional resources that meet the unique educational needs of Native Hawaiian students.	2.1 **Curriculum development.** The curriculum developed by grantees will incorporate the Native Hawaiian culture and language, and the contributions of Native Hawaiians.	2.1 Annual performance reports, 1999.	• OESE staff will share information on effective parent involvement models and approaches from Title I and other ED programs.
	2.2 **Professional Development.** The number of teachers of Native Hawaiian students who will be prepared to address Native Hawaiians' unique needs will increase each year.	2.2 Annual performance reports, 1999.	• Program staff will provide information to help facilitate networking among schools, Native Hawaiian education organizations, and resource centers to address the needs of Native students.
	2.3 **Parent involvement**. Increasing percentages of parents and guardians of Native Hawaiian students will participate in educational activities at school and at home.	2.3 Annual performance reports, 1999.	
3. Native Hawaiian students will have access to a postsecondary education.	3.1 **Undergraduate enrollment and completion.** Increasing percentages of Native Hawaiian students attend and complete postsecondary institutions in comparison to historic trends for the Native Hawaiian population.	3.1 Annual performance reports, 1999.	• OPE will provide information on counseling, support services, and other promising activities that meet the needs of at-risk students and encourage their inclusion in postsecondary programs.

Alaska Native Education Program — $8,000,000 (FY 99)			
Goal: To assist the Alaska Native population to achieve to challenging standards through supporting supplemental programs that meet their unique educational needs.			
Objectives	**Indicators**	**Sources and Next Update**	**Strategies**
1. Alaska Native students will have access to instruction and curriculum that meets their unique educational needs.	1.1 **Curriculum development.** The curriculum developed by grantees will incorporate Alaska Native culture and language, and the contributions of Alaska Natives.	1.1 Annual performance reports, 1999; final annual performance reports, 2000.	• Program staff will provide information to help facilitate networking among schools, Alaska Native education organizations, and resource centers to address the needs of Alaska Native students.
	1.2 **Student achievement.** Increasing percentages of Alaska Native students will meet or exceed the performance standards that are established by the state or district, or on national assessments.	1.2 Annual performance reports, 1999; final annual performance reports, 2000.	
	1.3 **Professional development.** The number of teachers of Alaska Native students that will be prepared to address Alaska Native's unique needs will increase each year.	1.3 Annual performance reports, 1999; final annual performance reports, 2000.	
2. Parents of Alaska Native preschool students will become more effective educators through active involvement in their child's education.	2.1 **Parent involvement.** The number of parents reporting improved ability to teach their children will increase each year.	2.1 Annual performance reports, 1999; final annual performance reports, 2000.	• OESE staff will share information obtained from other ED programs with similar objectives so that Alaska Native projects are aware of other models, approaches, and research.
	2.2 **Support services.** Increasing percentages of Alaska Native enrichment programs will provide support services to families that enable students to benefit from the program.	2.2 Annual performance reports, 1999; final annual performance reports, 2000.	

Public Charter Schools Program — $100,000,000 (FY 99)

Goal: To support the creation of charter schools and evaluate their effects.

Objectives	Indicators	Source and Next Updates	Strategies
1. Encourage the development of charter schools that are free from state or local rules that inhibit flexible operation, are held accountable for enabling students to reach challenging state performance standards, and are open to all students.	1.1 **State legislation.** By the year 2000, 40 states will have charter school legislation. *As of August, 1997, 29 states, the District of Columbia, and Puerto Rico have charter school legislation.*	1.1 RPP study (1998, 1999, 2000), state legislatures, state educational agencies.	• Provide support and technical assistance for state and regional information/outreach meetings • Develop and disseminate a variety of publications targeted nationally to parents, students, potential charter school developers, chartering agencies, legislators, policymakers, and others. • Meet with universities, museums, organizations focused on educating disadvantaged children, and others with the capacity to help charter schools to encourage their support in sponsoring and providing technical assistance to charter schools and potential charter school developers. • Support a charter school web site including a national registry of charter schools to share information on curriculum development, policy development, school finances, and legal issues. • Share information about model charters and chartering processes for chartering agencies. • Convene a national conference for federal charter school grantees, and others, with a focus on sharing lessons learned about equity, performance accountability, effective management, leadership and partnerships, and cross-fertilization to noncharter schools.
	1.2 **Charter operations.** By the year 2002, there will be 3,000 charter schools in operation around the nation. *In January, 1996, 428 charter schools were in operation nationwide.*	1.2 RPP study (1998, 1999, 2000), state legislatures, state educational agencies.	
	1.3 **Flexibility and accountability.** Studies will show that charter schools operate with greater flexibility than other public schools and with a focus on student performance.	1.3 RPP study (1998, 1999, 2000), planned evaluation of the federal program (2000, 2001, 2002), UW-Rand study (1998).	
	1.4 **Standards.** Studies will show that charter schools are meeting or exceeding state performance standards.	1.4 Planned evaluation of the federal program (2000, 2001, 2002).	
	1.5 **Access.** Studies will show that charter schools are open and accessible to all students. *During the 1995-96 school year charter schools had, on average, a racial composition roughly similar to their state average, but a slightly lower proportion of students with limited English proficiency and students with disabilities.*	1.5 RPP study (2000), planned evaluation of the federal program (2000, 2001, 2002), other research studies (1998, 1999).	
	1.6 **Educational approaches.** Studies will show that charter schools are implementing a variety of innovative educational approaches and documenting their results.	1.6 RPP study (2000), planned evaluation of the federal program (2000, 2001, 2002).	

Public Charter Schools Program — $100,000,000 (FY 99)			
Goal: To support the creation of charter schools and evaluate their effects.			
Objectives	**Indicators**	**Source and Next Updates**	**Strategies**
2. Evaluate the effects of charter schools, including identifying the most effective strategies to improve quality and innovation in the public school system.	2.1 **Impact evaluation**. By the year 2000, a national study of charter schools will be completed that examines the impact of charter schools on student achievement, as well as the impact on the school systems where the charter schools are located.	2.1 RPP study (2000), planned evaluation of the federal program (2000, 2001, 2002).	• Support research studies to analyze the effects of charter schools in areas such as students with disabilities, assessment and accountability, fairness/equity, and school finance.
	2.2 **Program component analysis.** By the year 2000, effects of charter schools in areas such as school governance, school finance, school and student assessment, standards and accountability, and educational equity will be analyzed.	2.2 RPP study (2000), planned evaluation of the federal program (2000, 2001, 2002).	• Collect and disseminate information on charter school models that promote student achievement and innovation in the public school system and support the development of networks among charter schools that share this information.
	2.3 **Impact of federal program**. By 1998, an evaluation of the impact of federal support for charter schools will be under way.	2.3 Planned evaluation of the federal program (2000, 2001, 2002).	

Comprehensive Centers Program — $40,000,000 (FY 99)

Goal: **To assist Elementary and Secondary Education Act (ESEA) recipients in improving teaching and learning for all children, particularly children at risk of educational failure.**

Objectives	Indicators	Source and Next Update	Strategies
1. Provide with high-quality, cost-effective, comprehensive technical assistance to states, territories, tribes, school districts, and schools that helps students reach high academic standards.	1.1 **Addressing legislative priorities.** By 1999, 85% of comprehensive centers' (CCs) services will target schoolwide programs, or school districts and Bureau of Indian Affairs (BIA) funded schools with the highest percentages and numbers of children in poverty.	1.1 Comprehensive center (CC) performance reports, quarterly and annual, 1998; report on program evaluation, 1999.	• Communicate with CCs on statutory and program priorities and engage CCs in developing strategies to further objectives in ED strategic plan. • Identify and disseminate models of technical assistance that are noncategorical and support coordination of programs. • Strengthen communication with customers (SEAs, LEAs, etc) to ensure that the types of services delivered by CCs meet customer needs. • Through Integrated Reviews, meetings with SEA and LEA officials and other activities, identify capacity building needs and interests, and encourage SEAs and LEAs to use their CC to meet those needs. • Encourage CCs to target areas of need for capacity building and plan training accordingly. • Involve CCs in the planning and implementation of IRTs.
	1.2 **Integrating technical assistance.** The percentage of CC activities that provide integrated, noncategorical technical assistance (such as standards, assessment of special populations, reading, challenging curriculum, whole school reform) increases annually.	1.2 CC performance reports, quarterly and annual, 1998; report on program evaluation, 1999.	
	1.3 **Addressing customer needs.** The number and percentage of clients reporting satisfaction with the quality of technical assistance provided will increase annually. *In 1996, the first year of funding for the program, when the CCs were not fully operational, 45% of State Title I Directors and Goals 2000 Coordinators indicated that the CCs were helpful or very helpful in understanding new flexibility and accountability provisions; 41% indicated that CCs were helpful or very helpful in understanding or implementing comprehensive standards-based reform.*	1.3 CC performance reports, quarterly and annual, 1998; report on program evaluation, 1999.	
	1.4 **Building capacity.** State education agencies (SEAs) and local education agencies (LEAs) will expand their own capacity to provide high-quality technical assistance in support of ESEA programs, as a result of professional development activities provided by CCs.	1.4 CC performance reports, quarterly and annual, 1998; report on program evaluation, 1999.	

Comprehensive Centers Program — $40,000,000 (FY 99)			
Goal: To assist Elementary and Secondary Education Act (ESEA) recipients in improving teaching and learning for all children, particularly children at risk of educational failure.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
	1.5 **Participating in ED Integrated Reviews Teams (IRTs).** Technical assistance provided by CCs in conjunction with ED IRTs will be consistently perceived by SEAs and LEAs as highly useful in responding to issues identified by reviews.	1.5 Report on program evaluation, 1999; project monitoring and IRT reports, periodic, 1998.	
2. Develop and expand the capacity of the Comprehensive Centers to provide high-quality and cost-effective technical assistance that helps students reach high academic standards.	2.1 **Maintaining staff expertise.** Each CC will maintain appropriate staff with expertise needed to coordinate ESEA with one another, as well as with other federal, state and local programs and reforms.	2.1 CC performance reports, quarterly and annual, 1998; report on program evaluation, 1999.	• Create or expand regional and national networks of technical assistance providers through activities such as joint meetings of CCs and other service providers.
	2.2 **Collaborating with other technical assistance providers.** Coordination of services among the 15 CCs with other technical assistance providers and research institutions will leverage resources and result in increased referrals and joint activities.	2.2 CC performance reports, quarterly and annual, 1998; minutes or other records of joint meetings of CC directors and other TA providers, periodic, 1998; report on program evaluation, 1999.	• Create opportunities for CCs with expertise in a particular area to train other CCs, in order to increase capacity and knowledge. • Invite other technical assistance providers to meet quarterly with CC directors to expand knowledge of resources and mandates. • Share information with ED offices administering technical assistance programs regarding services provided through referrals and joint activities.

Advanced Placement Test Fees — $3,000,000 (FY 99)			
Goal: To increase the numbers of low-income high school students are prepared to pursue higher education.			
Objective	**Indicators**	**Source and Next Update**	**Strategies**
1. A greater number of low-income students participate in the Advanced Placement (AP) program.	1.1 **Numbers served.** The number of low-income students taking AP tests will increase annually.	1.1 Annual Performance Reports, 1999; Longitudinal Survey of Schools, 1999; Schools and Staffing Surveys, 2001.	• Pursue strategies to encourage more low-income, minority, and students with special needs to (1) complete the challenging academic courses that are prerequisite to AP courses and (2) take AP courses. • Disseminate information to the public about the availability of dollars to pay for or help pay for AP test fees.

Education Opportunity Zones — $200,000,000 (FY 99)

Goal: To assist urban and rural local educational agencies with high concentrations of children from low-income families to implement systemic reform strategies to enable all students in the district to meet challenging academic standards.

Objectives	Indicators	Source and Next Update	Strategies
1. EOZs will target low-performing schools (schools identified as being in need of improvement or slated for intervention).	1.1 **Targeted for services.** Schools identified for school improvement or slated for intervention will be targeted for services.	1.1 Annual performance reports; national evaluation study.	• Promote district efforts to improve schools by disseminating information and guidance on best practices and strategies for turning around low performing schools, implementing schoolwide programs, and best practices for teaching children who are risk of failure. • Provide assistance on leveraging all federal program funds to improve low performing schools.
2. EOZs will recruit, retain, and support qualified teaching staffs.	2.1 **Professional development**. The percentage of EOZ districts with comprehensive professional development plans for teachers and instructional leaders will increase. 2.2 **Licensure and certification.** The percentage of teachers in EOZ schools who satisfy all state licensure requirements or have at least a minor in the subjects they teach and the number who obtain NBPTS certification will increase. 2.3 **Teacher performance.** The percentage of EOZ grantees that have developed systems for rewarding high-performing teachers or systems for fairly and quickly removing low-performing teachers will increase.	2.1 Annual performance reports; grantee evaluations; national evaluation study. 2.2 Annual performance reports; grantee evaluations; national evaluation study; Schools and Staffing Survey. 2.3 Annual performance reports; grantee evaluations; national evaluation study.	• Produce and disseminate a publication on teacher accountability systems.
3. Student achievement in schools served by EOZ grants will show improvements in the core academic subjects.	3.1 **EOZ schools.** Increasing percentages of students in EOZ schools will meet or exceed basic, proficient and advanced levels in state and local assessments.	3.1 Annual performance reports; grantee evaluations; national evaluation study.	• Develop an application that requires grantees to demonstrate how they will use program funds and other resources to carry out standards-based, districtwide policies.

Education Opportunity Zones — $200,000,000 (FY 99)			
Goal: To assist urban and rural local educational agencies with high concentrations of children from low-income families to implement systemic reform strategies to enable all students in the district to meet challenging academic standards.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
	3.2 **Low-performing schools**. Low-performing schools will show progress at least comparable to districtwide averages in their percent of students meeting or exceeding basic, proficient, and advanced levels in state and local assessments.	3.2 Annual performance reports; grantee evaluations; national evaluation study.	• Sponsor activities such as conferences, workshops, or communications using the Internet where participating districts can exchange information and ideas to enhance the success of program.
	3.3 **Limited English proficient students.** Disabled and limited English proficient students will show progress in meeting or exceeding basic, proficient, and advanced levels in State and local assessments comparable to districtwide averages.	3.3 Annual performance reports; grantee evaluations; national evaluation study.	
	3.4 **High school graduation.** The percentage of students attending high schools located in EOZs who graduate will increase.	3.4 Annual performance reports; grantee evaluations; national evaluation study.	
	3.5 **Postsecondary education.** The percentage of students from high schools located in EOZs who pursue postsecondary education will increase.	3.5 Annual performance reports; grantee evaluations; national evaluation study.	
4. **District and school accountability systems will be focused on student learning results and will include incentives and consequences, and reporting of results to parents and the community.**	4.1 **Incentives to schools.** The percentage of districts receiving EOZ grants that provide incentives to schools for improved student performance will increase.	4.1 Annual performance reports; grantee evaluations; national evaluation study.	• Assist districts in developing and implementing aligned assessments. • Provide technical assistance on developing an accountability system that is comprehensive and fair.
	4.2 **Low-performing school interventions.** The percentage of districts receiving EOZ grants that have developed systems to identify and intervene in low-performing schools will increase.	4.2 Annual performance reports; grantee evaluations; national evaluation study.	

Education Opportunity Zones — $200,000,000 (FY 99)			
Goal: **To assist urban and rural local educational agencies with high concentrations of children from low-income families to implement systemic reform strategies to enable all students in the district to meet challenging academic standards.**			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
	4.3 **Academic standards**. The percentage of EOZs that require students to meet academic standards at key transition points will increase.	4.3 Annual performance reports; grantee evaluations; national evaluation study.	
	4.4 **Measures of school quality.** The number of districts receiving EOZ grants that provide parents with annual reports on measures of school quality will increase.	4.4 Annual performance reports; grantee evaluations; national evaluation study.	

America Reads Challenge

America Reads Challenge (prop. leg.) — $210,000,000			
Goal: All children read well and independently by the end of the third grade.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
1. Improve student achievement in reading.	1.1 **Student achievement.** Increasing percentages of fourth-graders will score at or above the basic level in reading on the National Assessment of Educational Progress (NAEP). *In 1994 the baseline was 60 %.* 1.2 **International assessment.** Reading scores of fourth-graders continue to rank within the top 5 countries in the world.	1.1 National Assessment of Educational Progress, 1998. 1.2 International Association for the Evaluation of Education Achievement (IEA) Reading Literacy Study, 1998.	• Strengthen opportunities for children from birth through age 5 to build literacy skills by working with families, caregivers, and communities. • Promote improvement of teacher preparation in elementary school reading and link school curriculua to high standards in reading. • Distribute *Checkpoints for Progress in Reading* widely to provide a benchmark for reading skills. • Promote and support increased family and community involvement in America Reads Challenge (ARC): Read•Write•Now (RWN) and other community-based reading programs. • Support the development of a National Voluntary Test in reading. Encourage support among urban school districts.
2. Build the capacity of states and communities to provide community reading tutoring programs for children from birth through elementary school.	2.1 **America Reads Challenge (ARC) legislation.** Proposed legislation will be passed and funded. 2.2 **Community coalitions.** By the summer of 1998, all 50 states will have ARC:RWN pilot sites (at least one per state) that are linked to empowerment zones and enterprise communities and supported by a coalition of community sponsors. *In FY 1997 the baseline was 14 sites.*	2.1 Department information, 1997-98. 2.2 Department information, 1998.	• Work with Congress to obtain authorizing language for ARC by FY 1998. • Strengthen the Department's programs to provide in-class reading instruction with upgraded standards and curriculum through elementary school. • Encourage development of at least one ARC:RWN site per state for FY 1998.

America Reads Challenge (prop. leg.) — $210,000,000			
Goal: All children read well and independently by the end of the third grade.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
	2.3 **Volunteer tutors.** One million volunteer tutors are trained and mobilized to work in community reading programs by 2002, through ARC:RWN programs, College Work Study, and Corporation for National Service programs.	2.3 Department and Corporation for National Service records, 2002; America Reads Challenge: RWN Evaluation, 1998-2002.	• Distribute through the World Wide Web (WWW) and other means *Simple Things You Can Do* and other community guides. • Work with the Corporation for National Service and CollegeWork-Study Program to coordinate tutoring programs with ARC:RWN community efforts. • Enlist more colleges and universities into the ARC College Work-Study initiative.
	2.4 **Reading children.** By 2002, 3 million children will participate in ARC:RWN.	2.4 Department records, 2002; America Reads Challenge: RWN Evaluation, 1998-2002.	
	2.5 **Early Childhood.** ARC-proposed legislation that includes a focus on early childhood and family literacy will be passed. Community early childhood programs such as Even Start and Head Start will be linked to community-based reading programs.	2.5 Department information, 1998; Head Start and Even Start Evaluations, 1998-2002.	• Encourage the ARC:RWN Sponsors Group to expand their involvement in the ARC:RWN community efforts. • Encourage federal early childhood programs to link with community coalitions.
3. **Promote excellence in the teaching of reading in schools, and links between reading teachers and community reading efforts.**	3.1 **Improved teacher preparation.** Increasing percentages of teachers of kindergarten through third grade will complete high-quality, intensive professional development in reading.	3.1 Longitudinal Survey of Schools, 1998; Schools and Staffing Surveys, 1999 *(Need to add new data element; none currently exists for reading.)*	• Strengthen the Department's existing programs that provide support for personnel preparation to provide improved preservice and inservice professional development for preschool and school staff.
	3.2 **Teachers' knowledge of children's reading skills needed.** Publications such as the ARC:RWN publication, *Checkpoints for Progress for Teachers* will be disseminated to encourage higher standards in the teaching of reading.	3.2 Department information, 1998	• Disseminate through the WWW high-quality materials for teachers, such as *Checkpoints for Progress for Teachers*, to improve the teaching and learning of reading.
	3.3 **ARC legislation.** The ARC legislation passed by Congress will include funding to support reading specialists.	3.3 Department information, 1998	

America Reads Challenge (prop. leg.) — $210,000,000			
Goal: All children read well and independently by the end of the third grade.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
4. Help ensure high-performance school and community reading/ tutoring programs by conducting reading and tutoring research and evaluations, disseminating best practices, and providing technical assistance.	4.1 **ARC legislation.** The ARC legislation passed by Congress will include funding to support dissemination of best practices, technical assistance, and evaluations. 4.2 **School curricula aligned with standards.** Increasing numbers of teachers will report using curricula aligned with high standards in English. 4.3 **Read*Write*Now! and other materials.** High-quality Read*Write*Now!and other materials will be disseminated through the WWW. 4.4 **Information on best practices.** Information on best practices in reading, tutor training, and tutoring will be provided to improve practice. 4.5 **Research and evaluation**. Research and evaluations on reading will be conducted to fill the gaps and provide state-of-the-art information.	4.1 Department information, 1998. 4.2 Baseline Survey of Schools, 1996. 4.3 Follow-up Survey of Schools, 1997. 4.4 Longitudinal Survey of Schools, 1998. 4.5 America Reads Challenge: RWN Evaluation, 1998-2002.	• Encourage alignment of school curriculums in reading with high state and local standards. • Disseminate through the WWW high quality research-based materials for children, tutors, and caregivers. • Support state-of-the-art research through the new reading center, grant competitions, and other programs throughout the Department to develop, disseminate, and encourage the use of the most promising approaches to reading instruction and tutoring. • Through evaluation studies and support to improve state and local performance data systems, provide useful information on how states and communities are doing in improving children's reading.

Indian Education

Indian Education — $66,000,000 (FY 99)			
Goal: To assist American Indian and Alaska Native children achieve to the same challenging standards expected of all students by supporting access to programs that meet their special educational and culturally related academic needs.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
1. American Indian and Alaska Native (Indian) students served by LEAs receiving Indian Education grants will progress at rates similar to those for all students in attendance, achievement to standards, promotion, and graduation.	1.1 **Student attendance.** Increasing percentages of LEAs receiving Indian Education grants will demonstrate improved attendance rates among Indian students and rates comparable to those for all students.	1.1 Sample of school/district data (attendance records); Indian Education Annual Performance Reports, 1999.	• Coordinate with other ESEA programs (e.g., Title I) to help Indian children progress at rates similar to those for all students in attendance, achievement to standards, promotion, and graduation (e.g., provide coordinated guidance to grantees and encourage joint planning by local staff from both the Indian Education and Title I programs on how to identify and address the needs of Indian children).
	1.2 **Student achievement.** Increasing percentages of Indian students will meet or exceed the performance standards that are established by the state, district, or tribe (as appropriate), or on national assessments. *In 1994, 48% of American Indian students in grade 4 and over 60% in grade 8 were at or above the basic level in reading proficiency; in 1996 over 50% of American Indian students in grades 4 and 8 scored at or above the basic level in mathematics.*	1.2 Indian Education Annual Performance Reports, 1999; NAEP, 1996; Longitudinal Survey of Schools, 1999.	• Work with LEAs to ensure that Indian Education applications reflect the accomplishment of local and state standards by Indian children.
	1.3 **Student promotion and graduation.** Increasing percentages of Indian students will progress from one grade level to the next and graduate at rates comparable to all students.	1.3 Indian Education Annual Performance Reports, 1999.	
	1.4 **Student academic course completion.** Increasing percentages of Indian students will complete college preparatory courses at rates similar to all students.	1.4 NCES transcript data, 1999.	

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Indian Education — $66,000,000 (FY 99)			
Goal: To assist American Indian and Alaska Native children achieve to the same challenging standards expected of all students by supporting access to programs that meet their special educational and culturally related academic needs.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
2. Parents or guardians, school systems, tribes, and local communities will become active partners in children's learning in school, home, and the community, to help children meet the standards for academic excellence that are held for all students.	2.1 **Partnerships.** Increasing percentages of LEAs receiving Indian Education grants will form partnerships with appropriate local organizations and community groups to improve school readiness among Indian children.	2.1 Indian Education Annual Performance Reports, 1999; Indian Education program applications, 1999; Longitudinal Survey of Schools, 1999.	• Promote unique collaborative community and LEA partnerships that combine federal programs and resources at the local level (including tribal organizations) to meet the needs of Indian children.
	2.2 **Parental involvement.** Increasing percentages of parents and guardians of Indian students will participate in educational activities at school (e.g., parent committees and volunteering) and at home.	2.2 Indian Education Annual Performance Reports, 1999; Indian Education program applications, 1999; Longitudinal Survey of Schools, 1999.	• Encourage SEAs and LEAs to be sensitive to the unique needs of the parents of Indian children and will encourage parents' full participation and inclusion in the education of their children.
3. LEAs receiveing Indian Education grants will build the capacity of school systems and native communities to implement teaching and learning strategies that are aligned with challenging standards in core academic areas, and that incorporate the special educational and culturally related academic needs of Indian students.	3.1 **Responsive schools.** Increasing percentages of LEAs that serve Indian students will use instructional strategies in core academic areas (e.g., mathematics, reading, science, and social studies) that are aligned with challenging standards and that incorporate needs of Indian students.	3.1 Indian Education Annual Performance Reports, 1999; Indian Education program applications, 1999.	• Hold workshops and institutes, and provide onsite technical assistance and reviews on how to meet the special educational and culturally related academic needs of Indian children.
	3.2 **Local programs' professional development.** Increasing percentages of LEAs will offer professional development opportunities that address strategies for incorporating Indian culture and language in curriculum and address the needs of Indian students.	3.2 Same as 3.1.	

Indian Education — $66,000,000 (FY 99)			
Goal: To assist American Indian and Alaska Native children achieve to the same challenging standards expected of all students by supporting access to programs that meet their special educational and culturally related academic needs.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
4. Assist LEAs to align their Indian Education programs with local reform efforts, including: **– Comprehensive plans** **– Needs assessment** **– Measurable objectives** **– Outcome-based goals** **– Annual evaluation**	4.1 **Program alignment.** Increasing percentages of LEAs will report alignment between Indian Education programs and local reform efforts by FY 1999. 4.2 **Comprehensive Plans.** Increasing percentages of Indian Education comprehensive plans will reflect the standards set by the ESEA.	4.1 Indian Education Annual Performance Reports, 1999; Indian Education program applications, 1999. 4.2 Same as 4.1.	• Hold workshops, and institutes, and provide onsite technical assistance in reviews.
5. Research, evaluation, and data collection will provide information on the educational status of Indian children to improve education programs and to provide information for policy decisions.	5.1 **Program development.** Increasing percentages of Indian Education programs will utilize information from research, evaluation, and data collection on the educational status of Indian children to revise and improve their programs and services to Indian children. 5.2 **Policy information.** Research and evaluation on Indian Education will inform the national Indian education community and provide direction to policymakers at the national or state level, tribes, and the general public, about the condition of education for Indian children.	5.1 Schools and Staffing Survey, 1999-2000. 5.2 Schools and Staffing Survey, 1999-2000.	• Disseminate Indian Education research, evaluation, and data collection products to the Indian Education community, policymakers at the national or state level, tribes, and the general public.

Bilingual and Immigrant Education

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Bilingual Education Program — $232,000,000 (FY 99)			
Goal: To help limited-English proficient (LEP) students reach high academic standards.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
Student outcomes — participants in Title VII programs			
1. Improve English proficiency and academic achievement of students served by Title VII of the Bilingual Education Act.	1.1 **English proficiency.** Students in the program will annually demonstrate continuous and educationally significant progress on oral or written English proficiency measures.	1.1 Contracted evaluation based on local project data, 1997 biennial.	• Implement the federal Bilingual Education Instructional Services program to support linguistic and academic development of LEP students. • Increase onsite monitoring to ensure high-quality grant implementation. • Focus program administration on outcomes and accountability instead of process compliance. • Use Bilingual Education Support Services funds to aggregate and analyze performance measure data. • Disseminate successful models through the National Clearinghouse on Bilingual Education and other Departmental technical assistance providers.
	1.2 **Other academic achievement.** Students in the program will annually demonstrate continuous and educationally significant progress on appropriate academic achievement measures of language arts, reading, and math.	1.2 Contracted evaluation based on local project data, 1997 biennial.	
	1.3 **Success in regular classrooms.** Sixth-graders who were identified as LEP in first grade and who have been in the program for five years or who have successfully exited from the program will perform at levels comparable to those similar non-LEP students on English language academic achievement measures by FY 2000.	1.3 Title VII subsample of contracted evaluation on LEP achievement, 2000.	
	1.4 **Low retention.** LEP students in programs will be retained in grade at rates comparable to those for similar non-LEP students by FY 1998.	1.4 Contracted evaluation based on local project data, 1997 biennial.	
Student outcomes — all limited English proficient children			
2. Ensure that LEP students nationwide achieve to high standards (part of Department-wide effort).	2.1 **Student achievement.** The proportion of LEP and former LEP students nationwide who meet or exceed basic and proficient levels on NAEP reading and math will increase between FY 1997 and FY 1998.	2.1 National Assessment of Educational Progress (NAEP), supplemented by annual LEP inclusion studies, 1999.	• Encourage coordination of Title VII services with other federal programs to serve the maximum number of students with highest-quality instruction.
	2.2 **Student achievement.** The annual status dropout rate of Hispanic students will decline by 10% of the FY 1996 rate by FY 1999.	2.2 National Center for Education Statistics (NCES) survey "Dropout Rates in the U.S," FY 1999.	

Bilingual Education Program — $232,000,000 (FY 99)			
Goal: To help limited-English proficient (LEP) students reach high academic standards.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
	2.3 **Inclusion in state and local plans.** 100% of new state and local consolidated plans for federal programs will include LEP students in framework of standards, assessment, and accountability by FY 1998.	2.3 Annual joint OESE/ OBEMLA review, 1997.	• Explore partnerships with non-profit organizations to leverage federal funds.
	2.4 **Participation in other programs.** LEP students will be appropriately served by all education federal programs by FY 1998.	2.4 Review conducted by each ED principal office with information from enhanced data collection instruments, 1998.	
Program improvement			
3. Build capacity of schools and school districts in program to serve LEP students.	3.1 **Comprehensive programs.** 75% of programs will be comprehensive and integrated with the mainstream of school and district by FY 1998.	3.1 Onsite monitoring survey; Annual benchmark research study, 1997.	• Emphasize program features that will allow grantees to carry on activities after grant expires. • Provide intensive technical assistance on school reform issues.
	3.2 **Effect of federal support.** 80% of grantees will maintain program activities after expiration of federal funding by FY 1998.	3.2 Contracted evaluation, 1998 for some grants, annual.	• Disseminate information through the Comprehensive Technical Assistance Centers and the National Clearinghouse for Bilingual Education. • Provide high-quality data needed for accountability and improvement: — publish guidance on program evaluation for grantees. — strengthen grantee performance reports. — implement research and evaluation agenda.

Bilingual Education Program — $232,000,000 (FY 99)			
Goal: To help limited-English proficient (LEP) students reach high academic standards.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
Research, information dissemination, and technical assistance			
4. Ensure that schools serving LEP students have access to high-quality information and guidance.	4.1 **State data collection.** 100% of state education agencies will collect data on the education of LEP students by FY1998. 4.2 **Inquiries to NCBE.** The number of inquiries to the National Clearinghouse on Bilingual Education will increase by 15% per year.	4.1 OBEMLA review of SEA data collection surveys, 1997, annually. 4.2 NCBE performance report, 1997, annually.	• Encourage state education agencies to apply for federal bilingual education program funding and to collect data on LEP students. • Pursue research agenda on topical issues important to LEP students, including assessment, evaluation, and the voluntary national assessment. • Commission a study on expected gains of LEP students. • Commission a study on aggregation of project evaluation data.
Professional development			
5. Improve quality and quantity of educational personnel serving LEP students.	5.1 **New teachers.** At least 2,000 teachers per year will complete high quality bilingual education/English as a second language certification or degree programs through the Bilingual Education Professional Development program. 5.2 **Total bilingual/ESL teachers.** Number of teachers with state recognized credentials in bilingual education/ESL will increase by 5% by FY 1999. 5.3 **Teacher placement.** 90% of educational personnel trained through Title VII will be placed in instructional settings with LEP students.	5.1 OBEMLA review of project evaluations, 1998, annually. 5.2 Schools and Staffing Survey, 1999. 5.3 OBEMLA review of project evaluations, 1997, annually.	• Expand technical assistance to grantees to promote — incorporation of LEP educational issues into the general teacher training curriculum and — partnerships between teacher training institutions and school districts. • Work with Department's professional development team to ensure that LEP educational issues are addressed in all relevant teacher training programs.

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Bilingual Education Program — $232,000,000 (FY 99)			
Goal: To help limited-English proficient (LEP) students reach high academic standards.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
Federal program administration			
6. Ensure that the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) administers its programs in an efficient and customer service-oriented fashion.	6.1 **Customer satisfaction.** A majority of OBEMLA customers will express satisfaction with administration of ED programs by FY 1998. 6.2 **Streamlining.** Number of steps necessary to award discretionary grants will diminish by 30% between FY 1996 and FY 1997.	6.1 Annual OBEMLA customer surveys, 1998. 6.2 Analysis of funding process by OBEMLA, 1997.	• Streamline the funding process for grants. • Place the full application package for bilingual education grants on the Internet. • Establish an OBEMLA web page to provide information on ED programs and provide an easy way for customers to reach ED.

Foreign Language Assistance Program — $5,000,000 (FY 99)			
Goal: To help students reach national education objective of mastering one or more foreign languages.			
Objectives	**Indicators**	**Source and Next Updates**	**Strategies**
1. Improve foreign language proficiency of students served by the Foreign Language Assistance Program (FLAP).	1.1 **Increasing student achievement.** The percentage of students participating in Foreign Language Assistance Program supported instruction who meet or exceed national standards for foreign language education will increase annually.	1.1 Review of grantee annual reports, 1997; program evaluation under consideration, FY 1998.	• Coordinate with federal, state, and local programs, professional associations, and other entities to improve foreign language education through support of effective foreign language instruction to high standards.
2. Build capacity of schools in FLAP to teach foreign languages.	2.1 **Increased professional development.** At least 80% of educational personnel involved in funded projects will report receiving high-quality preservice or inservice training related to foreign language instruction by FY 1998. 2.2 **Increased school capacity for effective instruction** At least 80% of grantees will maintain program activities [for at least three school years] after expiration of FLAP funding for the program.	2.1 Review of grantee annual reports, 1997; program evaluation under consideration, FY 1998. 2.2 Review of grantee annual reports, 1997; program evaluation under consideration, FY 1998.	• Support dissemination of information on effective foreign language education and related career opportunities. • Encourage development of effective preservice and inservice professional development for teachers of foreign languages. • Emphasize program features that will allow grantees to carry on activities after grant expires.
3. Cooperate with federal programs and state and local reform efforts to increase the proportion of U.S. students proficient in foreign languages.	3.1 **Increased student proficiency**. The number of students who demonstrate that they meet the national standards for foreign language education will increase by 10% annually. 3.2 **Increased capacity**. The number of elementary school programs [in less commonly taught languages] will increase by 5% annually.	3.1 Data from Joint National Committee for Languages and Center for Applied Linguistics, annual, 1997. 3.2 Data from Joint National Committee for Languages and Center for Applied Linguistics, annual, 1997.	• Coordinate Foreign Language Assistance Program services with other federal programs to serve the largest number of students with highest-quality instruction. • Serve as national "lighthouse" program for instruction of foreign languages, with professional associations and others in identifying and disseminating information on effective models and best practice in foreign language learning.

Foreign Language Assistance Program — $5,000,000 (FY 99)			
Goal: To help students reach national education objective of mastering one or more foreign languages.			
Objectives	**Indicators**	**Source and Next Updates**	**Strategies**
	3.3 **Increased professional development**. The percentage of foreign language teachers who report participating in professional development activities that led to improvements in foreign language instruction will increase annually.	3.3 Data from Joint National Committee for Languages and Center for Applied Linguistics, annual, FY 1997; Schools and Staffing Survey, 2001.	• Support dissemination and utilization of the national standards for foreign language education.
	3.4 **Ready for advanced study.** The number of students [scoring at proficient levels] on the AP test and SAT II foreign language achievement test (widely used for 4 year college or university admission and placement) will increase 5% annually.	3.4 Educational Testing Service data, annual.	

Emergency Immigrant Education Program — $150,000,000 (FY 99)			
Goal: To help offset the cost of supplementary services to recent immigrant students.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
1. Provide financial assistance to schools that serve large numbers of recently arrived immigrant students.	1.1 **Use of funds.** 90% of program funds will be used for direct services to students by FY 1997. 1.2 **Distribution of funds.** 90% of eligible applicants will receive payment by May 15 by FY 1998.	1.1 SEA Biennial Report, 1998. 1.2 Annual grant notification documents and payment files, 1998.	• Provide technical assistance to encourage grantees to — use more funds for direct services to students, and — focus on helping eligible students reach high academic standards. • Streamline and expedite award distribution. • Collect eligible student counts earlier in the year to shorten award process.
2. Help participating students to reach high standards.	2.1 **Student achievement.** The number of participating students meeting challenging state performance standards will increase.	2.1 SEA Biennial Report, 1998.	

Special Education

Special Education Grants to States and Preschool Grants— $4,184,685,000 (FY 99)			
Goal: To improve results for children with disabilities by assisting state and local education agencies provide children with disabilities access to high-quality education that will help them meet challenging standards and prepare them for employment and independent living.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
Program improvement			
1. States ensure children with disabilities are a part of all accountability systems and actively work to monitor and improve their performance.	1.1 **Performance goals and strategies.** By 1998 all states will have established performance goals and strategies for children with disabilities aged 3-21, and will report progress in meeting those goals. 1.2 **Participation in assessments.** Children with disabilities, as appropriate, will be included in regular state assessment and results reported starting July 1998. 1.3 **Participation in alternate assessments.** Children with disabilities in regular assessments will participate in alternate assessments and results reported starting July 2000.	1.1 State reported data, 1998 and 1999. 1.2 Data from the Outcomes Center, 1998. 1.3 Data from the Outcomes Center, 1998; NCES Fast Response Survey, 1996-1998.	• Monitor to ensure that states develop goals and strategies and include children with disabilities in assessments. • Support state reform efforts through State Improvement Grants. • Conduct research, provide technical assistance, and disseminate information on appropriate accommodations for assessments, alternative assessments, performance goals, and interpreting assessment results. • Inform parents of assessment requirements through parent training and information dissemination.
2. States are assessing their needs for professional development and taking appropriate action.	2.1 **Emergency/temporary certifications.** The percentage of teachers who have emergency or temporary certification will be reduced. 2.2 **Appropriately trained teachers.** The percentage of regular and special education teachers with the skills and knowledge to appropriately serve children with disabilities will increase. 2.3 **Reciprocity.** The number of states with reciprocity agreements regarding certification will increase.	2.1 Schools and Staffing survey, 1999. 2.2 Schools and Staffing Survey, 1999. 2.3 Professional Clearinghouse and Grantee reports, annual.	• Monitor State Improvement Grants and State Comprehensive Systems of Personnel Development (CSPDs) to ensure that states are addressing personnel needs. • Provide technical assistance to states to assist them in addressing their personnel needs. • Support personnel development activities, including preparing personnel and developing model teacher preparation programs.

Special Education Grants to States and Preschool Grants— $4,184,685,000 (FY 99)			
Goal: To improve results for children with disabilities by assisting state and local education agencies provide children with disabilities access to high-quality education that will help them meet challenging standards and prepare them for employment and independent living.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
3. States effectively monitor local school districts and provide technical assistance and take other actions as appropriate to ensure compliance with the Act.	3.1 **State monitoring.** The percentage of states deemed to effectively monitor local educational agencies on implementing the requirements of IDEA will increase.	3.1 Monitoring one-quarter of states, annual.	• Monitor states and take appropriate corrective action to ensure that States carry out their monitoring responsibilities.
	3.2 **State technical assistance.** The percentage of States deemed to provide effective technical assistance to poorly performing local educational agencies on implementing the requirements of IDEA will increase.	3.2 Monitoring one quarter of states, annual.	• Monitor to ensure that states address technical assistance needs of local educational agencies in their State Improvement Grants plans.
Access to high quality education			
4. All children with disabilities will participate in the general curriculum to the maximum extent appropriate.	4.1 **Participation in the regular classroom.** The percentage of children with disabilities who participate in the general curriculum most of their day in the regular classroom, with appropriate supports and accommodations such as behavioral interventions and adaptive instructional materials will increae. Preschool children with disabilities will receive services in settings with typically developing peers. *45% of children with disabilities ages 3 through 21 and 51% of children aged 3 through 5 were reported by states as being served in regular education classrooms for the 1994-95 school year.*	4.1 State reported data, 1998; Schools and Staffing Survey, 1999; Longitudinal study of children with disabilities starting in the fourth grade, 2000.	• Monitor states to ensure access to the regular education curriculum and compliance with the least restrictive environment provisions. • Conduct research, provide technical assistance and disseminate information on including children with disabilities in the general curriculum and in the least restrictive environment. • Support professional development that provides personnel with the skills and knowledge they needed to serve children with disabilities in the least restrictive environment. • Facilitate the participation of children with disabilities in charter schools.

Special Education Grants to States and Preschool Grants— $4,184,685,000 (FY 99)			
Goal: To improve results for children with disabilities by assisting state and local education agencies provide children with disabilities access to high-quality education that will help them meet challenging standards and prepare them for employment and independent living.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
5. Students 14 and older will take courses and receive services that will facilitate the transition from school to work or postsecondary education.	5.1 **Participation in appropriate secondary education.** The access of children with disabilities to appropriate quality academic, vocational education, or other programs that address their needs will increase. *The National Longitudinal Transition Study (NLTS) reported that 65% of students with disabilities took one or more vocational education courses during their most recent year in secondary school.* 5.2 **Transition services.** All children with disabilities ages 14 and older will have IEPs that include a statement of transition service needs that will help focus on the child's courses of study in advanced-placement courses or a vocational education program. *The High School Transcript Study found that students with disabilities earned more credits in vocational courses in high school than other students did (5 credits vs. 4 credits).*	5.1 Bureau of Labor Statistics-National Longitudinal Survey Youth, 1996. Transcript study conducted in 1990, and in 1994 Transcript study that was conducted in conjunction with the National Assessment of Educational Progress (NAEP). 5.2 Monitoring reports, one quarter of states, annual Evaluation of Transition Requirements, 1999.	• Ensure that states monitor local school districts for the development and implementation of appropriate Individualized Educational Programs (IEPs) and access to vocational education. • Conduct research, provide technical assistance, and disseminate information on providing access to academic programs and vocational education programs that meet high standards. • Support professional development that provides personnel with the skills and knowledge needed to provide academic programs and vocational education that meet high standards.
6. All children with disabilities will receive appropriate services that address their individual needs, including related services such as assistive technology.	6.1 **Parent satisfaction.** The percentage of parents who are satisfied with their child's education will increase over time. 6.2 **Teachers' view.** The percentage of teachers reporting that children receive the services they need will increase over time.	6.1 National Household Survey, 1999; Longitudinal Elementary School Study, 2000; Kindergarten Survey, 2000. 6.2 Schools and Staffing Survey, 1999.	• Ensure that states monitor for parent and regular education teachers' participation in IEP development and placement decisions. • Conduct research on home school collaboration. • Provide technical assistance, disseminate information, and train personnel on practices to improve educational results particularly in the area of home-school collaboration.

Special Education Grants to States and Preschool Grants— $4,184,685,000 (FY 99)			
Goal: To improve results for children with disabilities by assisting state and local education agencies provide children with disabilities access to high-quality education that will help them meet challenging standards and prepare them for employment and independent living.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
7. Schools will provide appropriate behavioral interventions for children with disabilities whose behavior impedes the learning of themselves or others.	7.1 **Disciplinary actions.** The percentage of children with disabilities who have been suspended or expelled will decrease. 7.2 **Identification of children with emotional disturbance.** Children with emotional disturbance will be identified earlier.	7.1 Project FORUM, 1999. 7.2 Special studies of children with disabilities served, 2000.	• Monitor states to ensure that children with disabilities are not being inappropriately suspended or expelled. • Conduct research, provide technical assistance, and disseminate information on addressing behavior in children with disabilities, including children with emotional disturbance and behavior problems. • Support professional development on addressing behavior for children with disabilities.
Challenging standards and preparation for employment and independent living			
8. Improve the educational results of children with disabilities.	8.1 **Performance on assessments.** The percentage of children with disabilities who are proficient in reading, math, and other academic areas, based on NAEP and State assessments will increase. 8.2 **School completion.** The percentage of children with disabilities exiting school who graduate with a diploma or a certificates will increase; and the percentage of children with disabilities leaving school who drop out will decrease. *Of students with disabilities ages 14 through 21 who are known to have left school 52% graduated with a regular diploma in the 1994-95 school year, 63% graduated with a regular diploma or certificate of completion and, 34% dropped out.*	8.1 NAEP state data reported to public, 1999. 8.2 State-reported data on diplomas, certifications, and drop-outs, 1996; Bureau of Labor Statistics, National Longitudinal Survey Youth, 1996.	• Ensure that States include strategies in their State Improvement Grant plans to improve performance on assessments. • Ensure that students with disabilities are appropriately included in NAEP. • Conduct research, provide technical assistance, and disseminate information on instructing children with disabilities, including practices in the areas of reading and math. • Support professional development to provide teachers with the skills and knowledge they needed to instruct children with disabilities, including instruction in reading and math. • Ensure that children with disabilities benefit from the America Reads initiative.

Special Education Grants to States and Preschool Grants— $4,184,685,000 (FY 99)			
Goal: To improve results for children with disabilities by assisting state and local education agencies provide children with disabilities access to high-quality education that will help them meet challenging standards and prepare them for employment and independent living.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
9. Improve participation in postsecondary education and employment.	9.1 **Postsecondary education.** The percentage of students with disabilities going on to four-year colleges and two-year community colleges and technical schools will increase. *The National Longitudinal Transition Study (NLTS) reported that 13.9% of youth with disabilities who left high school in the 1985-86 or 1986-87 school years had enrolled in some type of postsecondary school in the year before they were interviewed for the study (summer and fall of 1987), and that 27.7% of youth with disabilities who had been out of school for three to five years had ever attended postsecondary school.*	9.1 Bureau of Labor Statistics, National Longitudinal Survey Youth, 1996.	• Monitor states on transition requirements focusing on facilitating movement to postsecondary education. • Build School-to-Work systems that result in increased student achievement and opportunities. • Conduct demonstrations, provide technical assistance, and disseminate information on how to enhance participation in postsecondary education and employment . • Support professional development activities (including the development of model teacher preparation programs and materials) that provide teachers and others with the skills and knowledge they need to deliver effective school to work transitions or postsecondary education.
	9.2 **Employment.** The percentage of students with disabilities who are employed within 2 years of leaving school will increase. *The NLTS reported that 45.9% of youth with disabilities who left high school in the 1985-86 or 1986-87 school year were employed at the time of the follow-up survey in the summer and fall of 1987.*	9.2 Bureau of Labor Statistics, National Longitudinal Survey Youth, 1996.	

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Special Education - Infants and Toddlers with Disabilities — $370,000,000 (FY 99)			
Goal: **Family and child outcomes are enhanced by early intervention services, and states provide a comprehensive system of early intervention services for infants and toddlers with disabilities and their families.**			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
1. All eligible children are identified.	1.1 **Total number of children served.** The number of eligible infants and toddlers with disabilities being served will increase. *Baseline in 1995 was 174,288.*	1.1 Annual state data reports - Child count data taken as of 12/1 submitted by the States.	• Conduct demonstration and outreach projects on effective practices for identifying children and families who qualify for services.
	1.2 **Birth to one-year olds served.** The percentage of infants served under 1 years ols will increase as a proportion of infants and toddlers served. *Baseline in 1994 was 0.8%.*	1.2 Annual state data reports - child count data taken as of 12/1 submitted by the states and Census Bureau data on the general population 0-3.	• Provide targeted technical assistance and disseminate information on effective "child find" practices, focusing on states that identify and serve low percentages of children and families.
	1.3 **States serving at-risk children.** The number of States serving infants and toddlers at risk of developing disabilities will increase. *Baseline was 9 states and 1 territory in FY 1996.*	1.3 State application review, periodic.	• Convene a panel of experts for purposes of evaluating and recommending ways to bring greater uniformity to the definition of developmental delay.
2. Needs of the child and family are addressed in a timely, comprehensive manner.	2.1 **Receipt of all services indicated.** The percentage of families receiving all the services identified on the individualized family service plan and the percent of families reporting that their services were coordinated will increase. *Baseline to be determined through new research*	2.1 Office of Special Education Program's (OSEP) Early Intervention Longitudinal Study, 1999.	• Monitor state practices and state applications to ensure that the child and family receive timely and appropriate, individualized services based on the needs identified in a comprehensive, multidisciplinary assessment.
	2.2 **Natural settings.** The percentage of children primarily receiving services in natural settings appropriate for the age of the child will increase. *Baseline was 53% in 1994.*	2.2 State reported data, annual.	• Conduct research to identify effective practices for providing and coordinating services in ways that are cost effective, comprehensive and support the family's needs.
			• Conduct research, provide technical assistance, and disseminate information on effective home visiting and other practices that increase the family's capacity to care for their children.

Special Education - Infants and Toddlers with Disabilities — $370,000,000 (FY 99)			
Goal: **Family and child outcomes are enhanced by early intervention services, and states provide a comprehensive system of early intervention services for infants and toddlers with disabilities and their families.**			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
	2.3 **Family capacity.** The percentage of families reporting that early intervention has increased the family's capacity to enhance their child's development will increase. *Baseline to be determined through new research.*	2.3 OSEP's Early Intervention Longitudinal Study, 2001.	• Support and encourage Parent Training and Information Centers (PTIs) and Community Resource Centers in serving families of eligible children from birth to age 3.
	2.4 **Transition experiences.** The percentage of families reporting a successful transition (e.g., a transition meeting was held in a timely manner and a plan developed and followed) will increase. *Baseline data to be determined through new research.*	2.4 OSEP's Early Intervention Longitudinal Study, 2003.	• Encourage an emphasis on transition in the state self-assessment process as part of monitoring activities. • Provide technical assistance and disseminate information on effective transition practices, with particular focus on transitioning children to natural community-based settings.
	2.5 **Setting of subsequent services.** The number of children transitioning to inclusive settings will increase. *Timing of new data collection to be determined.*	2.5 State reported data (proposed new data element to be collected annually, first data expected in 2002).	• Work with the Federal Interagency Coordinating Council to improve transitions into and out of programs that serve children with disabilities and their families. • Ensure that all OSEP Clearinghouses, where appropriate, provide timely, understandable and useful information to families of eligible children from birth to age 3.
3. Child's functional development is enhanced by early intervention services.	3.1 **Functional abilities.** Child's functional abilities are increased and sustained. *Baseline to be determined through new research.*	3.1 OSEP's Early Intervention Longitudinal Study, 2001.	• Conduct research to determine short- and long-range child outcomes and to determine how developmentally appropriate practices can be conducted within family friendly models (e.g., Institute on Early Childhood Program Performance Measures).

Special Education - Infants and Toddlers with Disabilities — $370,000,000 (FY 99)			
Goal: **Family and child outcomes are enhanced by early intervention services, and states provide a comprehensive system of early intervention services for infants and toddlers with disabilities and their families.**			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
4. State policy, monitoring and technical assistance promote comprehensive, effective family focused early intervention services.	4.1 **Funding sources.** The number of States accessing all appropriate sources of funding (Medicaid, Maternal and Child Health Block Grant, state general revenues) will increase (from the number reported in FY 1997).	4.1 State performance reports, annual.	• Conduct research to determine the best models for coordinating funding from multiple sources for comprehensive early intervention/early childhood services.
	4.2 **State monitoring activities.** The number of states that rigorously monitor local implementation of Early Intervention and provide effective technical assistance to service providers on implementation of the requirements of Part C of IDEA will increase. *Baseline data available in FY 1998.*	4.2 Program monitoring, ongoing.	• Encourage states to share information on effective ways to fund Early Intervention using multiple funding sources. • Monitor state practices and state applications and take appropriate corrective action to ensure that states carry out their monitoring responsibilities and address technical assistance needs of their service providers.

Special Education Discretionary Program – $290,961,000 (FY 99)			
Goal: To link best practices to states, school systems, and families to improve results for infants, toddlers, and children with disabilities.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
1. Ensure an adequate supply of highly qualified personnel.	1.1 **Supply of qualified personnel.** An increasing number of states will meet their identified needs for qualified personnel.	1.1 CSPD / State Improvement reports; State Improvement grant applications, beginning in FY 1998	• Develop a model computer program for tracking personnel system/demand and make it available to all states. • Identify research-validated effective practices. • Add grant selection criteria that promote the use of research-validated effective program content and pedagogy. • Establish a cooperative agreement to link research-validated practices to personnel preparation and training programs. • Require State Improvement Grant applications to include current data on regular and special education personnel employed, certification status, and training received. • Support preparation programs for personnel to work with both children with low-incidence and high-incidence disabilities, to ensure an adequate supply of highly qualified personnel. • Promote innovative solutions to address the needs for an adequate supply of highly-qualified personnel.
	1.2 **Research-validated effective practices.** An increasing percentage of training programswill incorporate research-validated practices into program curricula.	1.2 Review of funded awards and institutional practices, beginning in FY 1999.	
	1.3 **Personnel employed with certification.** An increasing percentage of special education teachers and related services personnel will be certified appropriately.	1.3 NCES Schools and Staffing Survey, FY 2000.	
	1.4 **Special education training for regular education teachers.** An increasing percentage of regular education teachers and community service providers will receive preservice and inservice training in special education and developmentally appropriate practices.	1.4 NCES Schools and Staffing Survey, FY 2000.	
	1.5 **Effective personnel.** An increasing percentage of special and regular education teachers and early intervention personnel will have the knowledge and skills to improve educational results for children with disabilities.	1.5 Surveys of personnel's sense of self-efficacy, surveys of teachers, parents, and students regarding personnel's knowledge and skills.	

Special Education Discretionary Program – $290,961,000 (FY 99)			
Goal: To link best practices to states, school systems, and families to improve results for infants, toddlers, and children with disabilities.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
2. Rigorous research, development, demonstration, and innovation responds to critical needs and advances knowledge to improve results for children with disabilities.	2.1 **Respond to knowledge gaps.** An increasing percentage of IDEA-supported research and demonstration products, including technology products, will respond directly to identified needs of SEAs, LEAs, and direct service providers. 2.2 **Ensure quality.** An increasing percentage of projects, including technology projects, use rigorous research and evaluation methods. 2.3 **Advance knowledge use.** An increasing percentage of final research reports documenting activities to advance the use of the knowledge produced are reported. (OSERS) 2.4 Research impact; to be developed.	2.1 Survey of SEAs, LEAs, and others as part of the comprehensive planning process. 2.2 Standing panel's review of grant applications and recommendations for increasing rigor of applications. 2.3 Review and summary of final reports.	• Determine the knowledge and information needs of SEAs, LEAs, and other service providers, and incorporate these needs into Department priorities. • Fund demonstration projects to apply and validate research findings. • Incorporate selection criteria into grant applications that emphasize the useability of research knowledge. • Provide technical assistance (TA), information, and support to grantees and potential consumers of research information on strategies (e.g., improved credibility, visibility, and communicability of research products) to enhance the use of research. • Use the annual meeting of Office fo Special Education Programs (OSEP)-supported researchers to analyze recent advances and continuing gaps in knowledge to respond to stakeholder needs. • Fund research syntheses as a means to identify best practices. • Encourage IDEA-supported researchers to submit findings and products to OERI expert panels. • Increase awareness of researchers supported by IDEA research.

Special Education Discretionary Program – $290,961,000 (FY 99)			
Goal: To link best practices to states, school systems, and families to improve results for infants, toddlers, and children with disabilities.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
3. Technical Assistance (TA) and information will be coordinated and accessible to parents, teachers, administrators, early intervention personnel, related personnel, and transition personnel and will result in improved practices.	3.1 **Customer satisfaction.** An increasing percentage of customers will receive TA and information and will report satisfaction with the services received.	3.1 Surveys of recipients and potential recipients of TA and information.	• Determine the TA and information needs of SEAs, LEAs, and other customers and incorporate these needs into Department priorities.
	3.2 **Improving practices**. An increasing percentage of customers will use TA and information to improve practices.	3.2 Surveys of TA and information recipients, including SEAs, LEAs, and other service providers.	• Incorporate conditions into grant announcements that ensure TA and knowledge competencies and promote emphasis on effective practices in curriculum policies and services.
	3.3 **Respond to information needs.** An increasing number of TA and information materials will respond to critical needs.	3.3 Surveys to document content of TA activities.	• Assess alternative TA and dissemination approaches and identify effective strategies that respond to customer needs.
	3.4 **Use effective practices.** An increasing number of TA and information products and events will promote effective practices in curricula, policies, and services and are based on validated research.	3.4 Surveys to document content of TA activities.	• Provide training to TA providers and disseminators to improve their practices. • Assess existing models of TA and information to identify effective strategies for increasing research use. • Provide TA and training to OSEP network of TA providers on effective strategies for increasing the use of research. • Develop coordinated, collaborative strategies with other ED-funded providers of TA and information.
4. Local education agencies and early intervention programs implement program innovations and improvements.	4.1 **LEAs and community-based programs implement innovation and improvement efforts**. An increasing percentage of LEAs and community-based programs will indicate that they have implemented innovations, validated practices, and improved their programsin order to improve the results of children with disabilities.	4.1 Surveys of LEAs and community-based programs on the type of innovations, including supporting evidence.	• Assess alternative TA approaches and identify effective strategies that respond tothe needs of LEAs and community-based providers. • Provide TA and training on models and strategies for effective practices to OSEP network of TA providers.

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Special Education Discretionary Program – $290,961,000 (FY 99)			
Goal: To link best practices to states, school systems, and families to improve results for infants, toddlers, and children with disabilities.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
5. State systems of education and early intervention for infants, toddlers, and children with disabilities are reformed and improved.	5.1 **Development of accountability systems.** The number of states with accountability systems in place to track the progress of infants, toddlers, and children with disabilities will increase. 5.2 **Inclusion in statewide assessments.** All students with disabilities will be included in statewide assessment systems. 5.3 **State Improvement Grants.** By 1999, all states will have submitted a competitive application for the State Improvement Grant program.	5.1 Review of State Improvement Plans, beginning FY 1998 5.2 Review of State Improvement Plans. 5.3 Review of State Improvement Plans.	• Provide TA and information to states to use in developing and implementing their State Improvement Plans. • Promote partnerships among state and local agencies and organizations to ensure that the needs of children with disabilities and their families are met. • Conduct research on accommodations that allow children with disabilities to participate in assessments and on developing alternative assessments. • Provide TA and information on accommodations and alternative assessments.
6. Families receive the information and training that they need to increase their participation in their child's education.	6.1 **Families receiving information and training.** An increasing number of families will report satisfaction with the information and training they receive about rights, protections, effective practices, and related issues.	6.1 Surveys of families' satisfaction with information services.	• Promote coordination among providers of TA and information, both OSEP-supported and other Department providers.

Rehabilitation Services, Disability Research, and Special Institutions

State Vocational Rehabilitation Services — $2,331,224,000 (FY 99)			
Goal : Individuals with disabilities served by the Vocational Rehabilitation State Grant program will achieve high quality employment.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
Consumer outcomes			
1. Ensure that individuals with disabilities who are served by the Vocational Rehabilitation State Grant program achieve employment consistent with their unique strengths, resources, abilities, capabilities, and interests.	1.1 **Number achieving employment.** The overall number of individuals with disabilities who achieve employment will increase. *The number employed in 1996 was 213,334.*	1.1 Annual Rehabilitation Services Administration (RSA) State data, 1997.	• Develop a state improvement plan jointly with state agencies that are performing below standards to be included in regulations currently under development. RSA would also provide technical assistance (see 3.1). • Develop coordinated approaches among federal agencies that affect employment of individuals with disabilities. • Identify and disseminate information regarding best practices for assisting individuals with disabilities to achieve appropriate employment outcomes. • Develop a monitoring and technical assistance plan for states, taking into consideration performance on the indicators to be developed regarding employment outcomes. • Award grants for system change to encourage coordination between state VR agencies and state-level job training programs. • Encourage state agencies to seek more employer involvement in the program.
	1.2 **Percentage of individuals obtaining employment.** The percentage of all persons served who obtain employment will increase. *The percentage obtaining employment in 1996 was 61%.*	1.2 Same as 1.1.	
	1.3 **Percentage of individuals obtaining competitive employment.** — Of individuals obtaining employment, the percentage who obtain competitive employment will meet or exceed 85%. *The percentage obtaining competitive employment in 1995 was 85%.* — Of individuals with severe disabilities obtaining employment, the percentage obtaining competitive employment will increase over 5 years. *The percent of individuals with severe disabilities obtaining competitive employment in 1996 was 72%.*	1.3 Same as 1.1.	
	1.4 **Improved earnings.** Of individuals exiting the program in competitive employment, the ratio of their average hourly wage to the U.S. average hourly wage will equal or exceed .68. *In 1995, the ratio was .66.*	1.4 Same as 1.1.	

State Vocational Rehabilitation Services — $2,331,224,000 (FY 99)			
Goal : Individuals with disabilities served by the Vocational Rehabilitation State Grant program will achieve high quality employment.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
	1.5 **Own income as primary support**. The percentage of individuals who report upon obtaining employment that their own income is their primary source of support will be 80%. *In 1995, the percentage was 80%.*	1.5 Same as 1.1.	• Work jointly with the Social Security Administration (SSA) to address the work disincentives that affect SSA beneficiaries who want to work. • Work jointly with the Department of Labor, the School-to-Work office, SEAs, and other ED programs to ensure that students with disabilities receive appropriate school-to-work transition services. • Explore legislative and other options to provide more follow-up and follow-along services to consumers to assist in job retention.
	1.6 **Transitioning students**. The percentage of VR consumers who enter at age 16-25 who obtain employment will improve over time. *In 1995, this percentage was 59%.*	1.6 Same as 1.1.	
	1.7 **Employment retention.** The percentage of individuals obtaining competitive employment who maintain employment and earnings 24 months after closure will improve over time. *Baseline to be determined based on data from the VR longitudinal study.*	1.7 VR longitudinal study, ongoing; RSA is developing standards and indicators that will measure employment retention.	
	1.8 **Satisfaction with employment.** The percentage of individuals who are satisfied with their employment outcome will continue to increase until an 80% level is achieved. *Data from the VR longitudinal study indicate that about 64% of consumers are satisfied.*	1.8 Same as 1.7	
State VR agency Management			
2. State VR agencies will operate a comprehensive, effective, efficient, and accountable program of vocational rehabilitation.	2.1 **Satisfaction with services.** A consistently high proportion of consumers will report satisfaction with VR services. *Preliminary data from the VR Longitudinal Study indicate that 76% of consumers are very or mostly satisfied with services.*	2.1 VR longitudinal study, ongoing; RSA is developing standards and indicators that will measure consumer satisfaction with services.	• Identify low-performing agencies, and assist States to identify problems and develop plans to improve services. • Strategies will address how funding for direct services to consumers significantly affects outcomes.

State Vocational Rehabilitation Services — $2,331,224,000 (FY 99)			
Goal : Individuals with disabilities served by the Vocational Rehabilitation State Grant program will achieve high quality employment.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
	2.2 **Program efficiency**. RSA will create an indicator to measure VR agencies' efficiency and effectiveness based on data to be analyzed in May 1997 including cost/placement, spending on direct services to consumers, etc.	2.2 RSA data reports, 1998.	• Encourage all state agencies to implement streamlining plans through training. Support efforts through regional continuing education programs and in-service training, and the provision of technical assistance.
	2.3 **Program accountability.** The number of States that meet minimum performance standards will increase over time. *Baseline is being developed.*	2.3 RSA data reports, FY 1998.	• Help states improve performance through monitoring and technical assistance.
	2.4 **Corrective action.** States will implement corrective action plans in response to findings from RSA monitoring reports. *Establish baseline based on 1996 monitoring reports.*	2.4 State corrective action plans. System to follow up must be developed.	• Follow up with state agencies during annual monitoring to ensure that corrective action plans have been implemented. • Explore options to collect information regarding state agency progress on corrective action plans.
Federal administration			
3. RSA will help States improve services and outcomes for consumers.	3.1 **Monitoring and technical assistance**. — RSA will complete its annual monitoring of all state agencies and provide technical assistance as needed. *In 1995, RSA reviewed 72 of the 82 state agencies.* — RSA will conduct 10 comprehensive, onsite, monitoring reviews each year and provide technical assistance as needed. *In 1995, RSA conducted 6 such reviews.*	3.1 RSA Central Office records, 1997.	• Ensure that staff are trained and able to effectively use RSA's monitoring and technical assistance guide. • Ensure that staff are trained and able to use available data and information effectively in the annual review. • Award a technical assistance contract to procure expertise in identified problem areas. • Sponsor national conferences, training, and implementation activities in response to program needs. • Provide targeted training to state VR agencies through regional continuing education programs.

State Vocational Rehabilitation Services — $2,331,224,000 (FY 99)			
Goal : Individuals with disabilities served by the Vocational Rehabilitation State Grant program will achieve high quality employment.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
	3.2 **Availability and use of data.** — The time between the agencies' reporting due date and the availability of the complete and accessible national database will continually decrease. *FY 1995 database was not available for 13 months after agencies' reporting due date.* — All appropriate ED personnel will be trained and able to use the database. *The database is accessible to two individuals.* 3.3 **Evaluation and dissemination.** VR agencies and interested consumers will have access to high-quality, convenient information on effective practices and Federal requirements.	3.2 RSA database report, FY 1998; contract updates, after award of contract; and RSA training records, after system is created. 3.3 RSA web page, under development through 1998.	• RSA will award a contract in FY 1997 to develop and implement an improved data management, analysis, and reporting system to improve the use of the database. • Train ED employees in methods to access and use the database. • Distribute evaluation results on promising practices through publications targeted to the VR community. • Put program requirements and evaluation results on the WWW. • Review, revise, and improve the issuance of RSA's policy and guidance directives to state VR agencies.
Consumer supported employment outcomes			
4. Increase the number of individuals with the most severe disabilities receiving supported employment services who achieve high quality supported employment outcomes.	4.1 **Percentage achieving supported employment.** The percentage of individuals with a supported employment goal who achieve a supported employment outcome will increase to 65% in FY 1998. *In FY 1996, 64% achieved supported employment outcomes.* 4.2 **Percentage earning at least minimum wage.** The percentage of individuals who achieve a supported employment outcome who earn at least the minimum wage will increase to 50% by 2002. *In FY 1996, 45% earned at least the minimum wage.*	4.1 Annual Supported Employment Caseload Report, 1998. 4.2 Annual RSA data, 1998.	• Identify poor performance and provide targeted technical assistance.

American Indian Vocational Rehabilitation Services (AIVRS)— $17,238,000 (FY 99)			
Goal: To improve employment outcomes of American Indians with disabilities who live on reservations by providing effective tribal vocational rehabilitation (VR) services.			
Objective	**Indicators**	**Source and Next Update**	**Strategies**
1. Ensure that eligible American Indians with disabilities receive vocational rehabilitation services and achieve employment outcomes consistent with their unique strengths, resources, abilities, capabilities, and interests.	1.1 **Number of eligible individuals who receive services under the program.** The overall number of American Indians with disabilities who receive services each year will increase. *Benchmark to be determined during FY 1998 based on analysis of annual performance reports.*	1.1 Annual performance reports, onsite reviews, and project follow-up.	• Linkage with National Institute on Disability and Rehabilitation Research (NIDRR) capacity-building project to improve the number and quality of applications. • Through monitoring and technical assistance, provide guidance to projects in order to (1) increase the scope of their outreach activities; (2) improve their networking with other Tribal and non-Tribal agencies that are major referral sources; and (3) provide interagency training to improve appropriateness of referrals.
	1.2 **Number of eligible individuals who achieve employment outcomes.** The overall number of American Indians with disabilities who achieve employment outcomes each year will increase. *Benchmark to be determined during FY 1998.*	1.2 Annual performance reports, onsite reviews, and project follow-up.	
	1.3 **Percentage of individuals who leave the program with employment outcomes.** The percentage of all persons served who obtain employment will increase annually. *Benchmark to be determined during FY 1998.*	1.3 Annual performance reports, onsite reviews, and project follow-up.	• Provide monitoring and technical assistance to individual projects, including a national conference that will focus on methods for improving employment outcomes. • Conduct an evaluation study that examines the consumer characteristics, services provided, outcomes, and management of the program.

Client Assistance Program (CAP) — $10,928,000 (FY 99)			
Goal: To provide assistance and information to help individuals with disabilities secure the benefits available under the Vocational Rehabilitation State Grants program and other programs funded under the Rehabilitation Act of 1973, as amended.			
Objectives	**Indicators**	**Sources and Next Update**	**Strategies**
1. Provide appropriate information and adequate services to resolve the concerns of individuals.	1.1 **Multiple cases.** The number of reported individuals who had multiple CAP case files in a given year will decrease. *New data collection instrument is currently in Departmental review.*	1.1 CAP grantee performance reports, annual, 1999.	• Provide technical assistance on new data collection reporting elements. • Provide technical assistance on how CAPs should approach each case in a comprehensive manner. • Keep National Association of Protection and Advocacy Systems (NAPAS) informed of ED activities in this area.
2. Resolve cases at lowest possible level.	2.1 **Alternative Dispute Resolution.** The use of alternative dispute resolution (ADR) will increase. 2.2 **Formal appeals or legal remedies.** Reliance on formal appeals or legal remedies to resolve disputes will decrease.	2.1 CAP grantee performance reports, annual, 1999. 2.2 CAP grantee performance reports, annual, 1999.	• Develop a model "alternative dispute resolution" policy for the CAPs. • Provide technical assistance on how CAPs can use alternative dispute resolution effectively.
3. Meet expectations of individuals served regarding their satisfaction with CAP services.	3.1 **Response rates.** Response rate to CAP satisfaction surveys will increase. 3.2 **Satisfaction.** Satisfaction with CAP services among individuals served will increase.	3.1 CAP grantee performance reports, annual, 1999. 3.2 CAP grantee performance reports, annual, 1999.	• Develop a model client satisfaction survey for CAPs to use. • Provide technical assistance to encourage CAPs to follow up with individuals served.
4. Accurately identify problem areas requiring systemic change and engage in systemic activity to improve services under the Rehabilitation Act.	4.1 **Systemic advocacy.** The percentage of CAPs conducting and reporting on their systemic advocacy activities will increase. 4.2 **Effects of systematic change.** CAPs will report changes in policies and practices as a result of their efforts.	4.1 CAP grantee performance reports' narrative section, annual, 1999. 4.2 CAP grantee performance reports' narrative section, annual, 1999.	• Compile and assess CAP narrative reporting regarding systemic activities. • Provide technical assistance and follow up for those CAPs not reporting systemic activities.

Rehabilitation Services Administration (RSA) Training Program — $33,685,000 (FY 99)			
Goal: To provide the public vocational rehabilitation (VR) sector with well-trained staff and to maintain and upgrade the skills of current staff.			
Objective	**Indicators**	**Source and Next Update**	**Strategies**
1. Produce graduates to work within the VR system to help individuals with disabilities achieve their goals.	1.1 **Increase numbers trained.** The number of students trained and the number of "pay back" years generated will increase. *Baseline data will be collected in FY 1998.*	1.1 Annual grantee reporting form.	• Develop revised reporting form to capture more accurate information. • Provided grantees with clearer guidance on the purpose of ED program and ways to respond better to program goals.
	1.2 **Percentage working.** The percentage of graduates fulfilling their pay back requirements will be established. *Baseline data will be collected in FY 1998.*	1.2 Annual grantee reporting form and results of monitoring reviews.	
2. Maintain and upgrade the knowledge and skills of personnel currently employed in the public vocational rehabilitation system.	2.1 **Increase skills.** Supervisors will report an increase in the skills of rehabilitation professionals after training. *Baseline to be collected during special study.*	2.1 Results of special study planned for FY 1998.	• Special study of Regional Continuing Education Programs and In-Service Training programs to be scheduled for FY 1998.
	2.2 **Cost-effectiveness.** The cost-effectiveness of continuing education, in-service training, and short-term training programs will be assessed. *Baseline to be collected during special study.*	2.2 Results of special study planned for FY 1998.	
3. Increase and enhance the skills and knowledge of manual, tactile, oral, and cued speech interpreters so as to be better able to provide communication access for individuals who are deaf or individuals who are deaf-blind in a greater variety of situations.	3.1 **Increase number of interpreters.** The number of certified and non-certified working interpreters nationwide will be increased. *Baseline to be collected during special study.*	3.1 Special study, if funds permit, beginning in FY 1999.	• Improve guidance on performance report to collect baseline and change data. • Build a special evaluation component for this program into the next grant competition for the national projects to assess the quality of the training provided by the regional training programs, the quality of the curricula developed by the national programs, and the capability of interpreters in the field to meet the demand for various communication modalities. • Increase the number of workshops or training sessions which offer continuing education unit credits.

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Special Projects and Demonstrations — $18,942,000 (FY 99)			
Goal: To expand and improve the provision of rehabilitation services to individuals with disabilities.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
1. Demonstrate innovative and experimental approaches to the provision of vocational rehabilitation (VR) services.	1.1 **Incorporation by VR agencies.** The number of projects reporting that the State Vocational Rehabilitation agencies incorporated their approach to serving individuals with disabilities will increase.	1.1 Grantee final reports at completion of project period, monitoring reviews.	• The Rehabilitation Services Administration (RSA) will implement an annual plan to reflect need for baseline data, specify outcomes for next performance period, and disseminate clearer guidance to grantees for reporting data. • RSA will provide technical assistance to grantees in order to promote successful outcomes.
2. Disseminate information about successful new types or patterns of services or devices for individuals with disabilities.	2.1 **Dissemination to State VR agencies.** The number of funded projects that disseminate information to State Vocational Rehabilitation agencies will increase.	2.1 Grantee annual reports.	• RSA will identify and disseminate information to other grantees and state VR agencies regarding best practices. • RSA will convene a project directors' meeting.
3. Improve the provision of supported employment services.	3.2 **Increased knowledge.** Recipients of information on replicable models and practices, and technical assistance will report an increase in the knowledge of effective policies, methods, and models of supported employment.	3.1 Monthly teleconference status reports; annual performance reports, 1998; evaluation studies to be completed 1998-2000; summaries of provider evaluation of technical assistance activities, scheduled to begin after April 1998.	• RSA will monitor project performance via monthly teleconference and review annual performance reports to determine progress in meeting project goals and objectives. • RSA will review evaluation in relation to level of reported satisfaction of providers receiving technical assistance.

Vocational Rehabilitation Migrant Program, Section 312 — $2,350,000 (FY 99)			
Goal: To increase employment opportunities for migratory agricultural workers or seasonal farm-workers who have disabilities.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
Project services			
1. Ensure that eligible migratory agricultural workers or seasonal farm-workers with disabilities receive vocational rehabilitation services and achieve employment outcomes.	1.1 **Numbers served.** The overall number of migratory agricultural workers or seasonal farm-workers with disabilities who receive services each year will increase. 1.2 **Individuals who achieve employment outcomes.** The overall number of migratory agricultural workers or seasonal farm-workers with disabilities achieve employment outcomes each year will increase.	1.1 Annual performance reports, biannual telephone monitoring reports, annual Rehabilitation Services Administration (RSA) 911 data. 1.2 Annual Rehabilitation Services Administration 911 data and annual project performance reports.	• Grantees provided with clearer guidance on the purpose of ED program and ways to respond better to program goals. • RSA works to coordinate grantee activities with the State Vocational Rehabilitation agency. • RSA will conduct telephone monitoring twice a year to all continuing project to assess program activities and provide technical assistance. • RSA is conducting an internal review of performance reports to determine effectiveness of the program in terms of meeting its stated objectives.
2. Improve the accuracy and consistency of data reported on the number of migratory agricultural workers or seasonal farm-workers with disabilities served by the State Vocational Rehabilitation (VR) agencies and these projects.	2.1 **Accurate data.** State VR agency 911 data and project data will reflect the accurate count of individuals served by these programs.	2.1 Annual performance reports, biannual telephone monitoring reports, annual Rehabilitation Services Administration 911 data.	

Recreation Program Section 316 — $2,596,000 (FY 99)			
Goal: To initiate recreation programs providing individuals with disabilities recreation activities and related experiences that can be expected to aid in their employment, mobility, socialization, independence, and community integration.			
Objective	**Indicators**	**Source and Next Update**	**Strategies**
Project services			
1. Recreation programs are sustained after federal funding ceases.	1.1 **Project continuation.** A minimum of 85% of grantee's programs will continue after federal funds end.	1.1 Biannual telephone monitoring reports.	• Provide grantees with clearer guidance on the purpose of the program and better ways to respond to program goals. • The Rehabilitation Services Administration (RSA) is conducting an internal review of performance reports to determine effectiveness of the program in terms of meeting its stated objectives. • Grantees will have an opportunity to present their programs and receive technical assistance from RSA. • RSA will conduct telephone monitoring twice a year of all continuing projects to provide guidance and to determine if project will continue after federal funding ceases. • RSA will contact annually all projects whose federal funds just ended to determine if the project is being sustained without federal support.
2. Recreation programs will maintain the same level of services over the three-year grant period as federal funding decreases.	2.1 **Individuals served.** The number of individuals served will not decline.	2.1 Projects Director's meeting, FY 1998; annual report on grantees activities and outcomes; biannual telephone monitoring reports; annual assessment of continuation project.	

Protection & Advocacy of Individual Rights (PAIR) — $9,894,000 (FY 99)			
Goal: To provide assistance and information to individuals with disabilities eligible for the PAIR program and conduct advocacy to ensure the protection of their rights under Federal law.			
Objectives	**Indicators**	**Sources and Next Update**	**Strategies**
1. Develop an instrument to collect data from grantees that will be used to measure the following objectives.	1.1 **Data collection**. In FY 1999, data collection will begin.	1.1 Grantee performance reports, annual, 2000; PAIR program evaluation planned in FY 1998.	• Consult with PAIR grantees, the National Association of Protection and Advocacy Systems (NAPAS), and others to obtain input in the development of key data collection elements. • Assess findings from the PAIR program evaluation to identify additional measures for this program.
2. PAIR programs adequately identify priorities and objectives to meet the needs of individuals with disabilities.	2.1 **Percentage outside PAIR priorities.** The percentage of individuals seeking services whose concerns are not within the PAIR's stated priorities will decrease. 2.2 **Assess priorities and objectives.** PAIRs annually assess the appropriateness of their priorities and objectives, and make changes as necessary to meet the needs of individuals with disabilities.	2.1 Grantee performance reports, annual, 2000. 2.2 Grantee performance reports, annual, 2000.	• Provide technical assistance to help PAIRs identify appropriate priorities and objectives.
3. PAIR programs meet expectations of individuals served in terms of their satisfaction with the PAIR services received.	3.1 **Survey response rate.** Tthe response rate of satisfaction surveys by individuals served will increase. 3.2 **Satisfaction.** Satisfaction of PAIR services by individuals served will increase.	3.1 Grantee performance reports, annual, 2000. 3.2 Grantee performance reports, annual, 2000.	• Develop a model client satisfaction survey for PAIRs to use. • Provide technical assistance to encourage PAIRs to follow up with individuals served.
4. Identify problem areas requiring systemic change and engage in systemic activities to address those problems.	4.1 **Systemic advocacy**. The percentage of PAIRs conducting and reporting on their systemic advocacy activities will increase. 4.2 **Effects of systematic change.** PAIRs will report changes in policies and practices as a result of their efforts.	4.1 Grantee performance reports, annual, 2000. 4.2 Grantee performance reports, annual, 2000.	• Compile and assess PAIR narrative reporting in this area. • Provide technical assistance and follow up for those PAIRs not reporting systemic advocacy activities.

Projects with Industry (PWI) Section 621 — $22,071,000 (FY 99)			
Goal: To facilitate the establishment of partnerships between rehabilitation service providers and business and industry in order to create and expand employment and career advancement opportunities for individuals with disabilities.			
Objective	**Indicators**	**Source and Next Update**	**Strategies**
1. Ensure that PWI services (through partnerships with business and industry) result in competitive employment, increased wages, and job retention for individuals with disabilities.	1.1 **Placement rate of individuals with disabilities into competitive employment.** The percentage of individuals served who are placed in competitive employment will increase from the FY 1995 placement rate of 68%. 1.2 **Change in earnings of individuals who are placed in competitive employment.** PWI projects will report that participants placed in competitive employment increase earnings by an average of at least $195 per week. *The average change in earnings in 1994 was $195.* 1.3 **Job retention.** An indicator will be developed to assess the percentage of individuals who maintain employment nine months after placement.	1.1 Revised performance indicator data, first issue 1999, annually thereafter. 1.2 Revised performance indicator data, first issue 1999, annually thereafter. 1.3 Survey and assessment tool, first pilot 1998.	• Monitor placement rates by conducting off-site monitoring with grantees. • Provide technical assistance on building strong partnerships with industry. Disseminate information on models of effective Business Advisory Councils. • Provide technical assistance to grantees that demonstrate difficulty or non-compliance with the wage standard defined in PWI regulations and monitor progress through off-site monitoring and progress reports. • Design and pilot a data collection instrument to measure job retention rates.
2. Ensure that PWI services are available for individuals with the most need.	2.1 **Percentage of individuals served who were unemployed for six months or more prior to program entry who are placed in competitive employment**. The percentage of previously unemployed individuals served who are placed into competitive employment will increase from the FY 1995 level of 69%.	2.1 Revised performance indicator data, first issue 1999, annually thereafter.	• Provide technical assistance to grantees that demonstrate poor performance.

Independent Living Programs — $79,574,000 (FY 99)			
Goal: Individuals with significant disabilities served by the Title VII, Chapter 1 programs will achieve consumer-determined independent living goals; and Independent Living Services will be provided and activities will be conducted to improve or expand services to older individuals who are blind.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
Title VII, Chapter 1 programs: Part B, State Independent Living Services and Part C, Centers for Independent Living			
1. Increase the number of individuals with significant disabilities who are served by and benefitting from the Title VII, Chapter 1 programs.	1.1 **Number of individuals with significant disabilities served as grouped by age.** The number of individuals receiving individual independent living services will increase in *all* age categories. *The number of individuals receiving individual IL services in FY 1995 is: under 6--1,570; 6 to 17--5,487; 18 to 22--10,901; 23 to 54--65,700; and 55 and older--38,079.*	1.1 Annual Rehabilitation Services Administration (RSA) 704 Reports (704 Report), 1997.	• Develop technical assistance action plans that will assist grantees that are performing below standards and indicators of compliance. • Identify and disseminate information regarding best practices for assisting individuals with disabilities to achieve appropriate independent living outcomes. • Develop a monitoring and technical assistance plans for States and CILs, taking into consideration performance on the indicators, requests for assistance, recency of last onsite review, and annual financial audit.
	1.2 **Number of goals set and achieved by consumers.** The number of consumer goals set and achieved will increase in all service areas measured (e.g., self-care, communication, mobility, etc.). *The number of goals set in all areas in FY 1995 was approximately 150,000. Of these, roughly 95,000 were met.*	1.2 Annual RSA 704 Report, 1997.	
2. Increase the satisfaction of consumers who receive Chapter 1 Independent Living (IL) services.	2.1 **Consumer satisfaction with IL services.** A consistently high proportion of consumers will report satisfaction with IL services. *Preliminary data indicate 90% of consumers are very or mostly satisfied with services.*	2.1 Annual 704 Report, State Plan for Independent Living (SPIL) Attachment 16. Beginning in 1998.	• Identify and assist low-performing service providers. • Revise the reporting requirements for the SPIL and 704, Part I to include reporting of Attachment 16 consumer satisfaction data.
3. Improve access to personal assistance services (PAS), housing, transportation, and community-based living through increased advocacy efforts.	3.1 **Number of Centers for Independent Living (CILs) using effective advocacy techniques.** All CILs will have an advocacy program to address at least two of the following areas: community-based PAS accessible/ affordable housing and transportation options moving people from nursing homes and other institutions to the community.	3.1 Annual RSA 704 Report, 1998.	• With training and technical assistance providers, provide coordinated assistance to CILs on advocacy techniques and strategies.

Independent Living Programs — $79,574,000 (FY 99)			
Goal: Individuals with significant disabilities served by the Title VII, Chapter 1 programs will achieve consumer-determined independent living goals; and Independent Living Services will be provided and activities will be conducted to improve or expand services to older individuals who are blind.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
	3.2 **Increase in community-based living.** The number of individuals who leave nursing homes for community-based housing and the number of individuals at risk of entering nursing homes who are receiving IL services and can remain at home will increase.	3.2 Annual RSA 704 Report, 1998.	• Present information at national meetings of CIL directors on the importance of facilitating community change. • Provide leadership to establish focused national/state/local advocacy efforts on affordable/accessible housing and transportation, PAS, and community-based living arrangements.
4. Increase the amount of funds in addition to Title VII that support Chapter 1 grantees .	4.1 **Increase in funding from alternative sources.** 75% of CILs will have greater than 25% of their budget from sources other than Title VII, Chapter 1 and 80% of states will contribute more than the required minimum match for Title VII, Chapter 1, Part B.	4.1 Annual RSA 704 Report, 1998.	• Identify and publish potential funds availability, increase grantees' capacity to obtain grants, and identify and share replicable model local and state resource development techniques and strategies. • Identify significant outcomes of the Chapter 1 programs and disseminate results to grantees and other potential funding sources.
5. Increase the coordination, cooperation, and communication between the Chapter 1 programs and other entities serving individuals with significant disabilities in states.	5.1 **Improve coordination.** The quality and quantity of entities coordinating, cooperating, and communicating with CILs, SILCs, and DSUs regarding IL issues will increase.	5.1 Annual RSA 704 Report subparts IDI, IEI, and IIB.	• Develop coordinated approaches among federal agencies that affect independent living goals of individuals with disabilities. • Work jointly with other agencies and other ED programs to ensure that students with disabilities receive appropriate transition services. • Encourage increased collaborative efforts with non-Rehabilitation Act providers assisting individuals with significant disabilities.

Independent Living Programs — $79,574,000 (FY 99)			
Goal: Individuals with significant disabilities served by the Title VII, Chapter 1 programs will achieve consumer-determined independent living goals; and Independent Living Services will be provided and activities will be conducted to improve or expand services to older individuals who are blind.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
Title VII, Chapter 2: Independent Living Services for Older Individuals Who Are Blind			
6. Provide Chapter 2 services to increasing numbers of individuals who are older and severely visually impaired, and increase consumer satisfaction.	6.1 **Increase the number of individuals served.** The number of older and severely visually impaired individuals served in each state will increase. *In FY 1995, there were 22,103.* 6.2 **Increase consumer satisfaction.** The percentage of individuals receiving services who are evaluated will indicate growing satisfaction with services received until there is a 90% satisfaction rate.	6.1 Annual Report -- Independent Living Services for Older Individuals Who Are Blind (7OB Annual Report), 1997. 6.2 7OB Annual Report and new consumer satisfaction addendum in the revised 7OB Report .	• Provide technical assistance at national project directors meeting as to the most successful strategies and techniques for increasing and improving service. • Conduct an independent consumer satisfaction review of all grantees. • Identify and assist state agencies with low consumer satisfaction rates.
7. Increase funding for Chapter 2 programs from sources other than Title VII, Chapter 2.	7.1 **Increase funding from alternative sources.** The number of states that are contributing more than the required minimum match will increase until it is at least 80% exceed the minimum match.	7.1 7OB Annual Report.	• RSA will aggregate and share with grantees innovative methods of supporting Chapter 2 activities from sources other than Chapter 2. • RSA will aggregate examples of outcomes of the Chapter 2 program and share them with grantees and other potential funding sources.

Helen Keller National Center (HKNC) for Deaf-Blind Youths and Adults — $8,176,000 (FY 99)			
Goal: Individuals who are deaf-blind become independent and function as full and productive members of their local community.			
Objective	**Indicators**	**Source and Next Update**	**Strategies**
1. Individuals who are deaf-blind receive the services and training they need to become as independent and self-sufficient as possible.	1.1 **Numbers served.** The number of consumers served by the HKNC training program will be maintained or increased. *85 were served in 1996.*	1.1 Internal client caseload reports summarized in the HKNC Annual Report, 1998.	• Develop an internal document, the Individualized Training Plan (ITP), to document short-term goals and their completion. • Make new efforts to increase the number of students participating in community work experience programs throughout their training. • Initiate a program to compare baseline (entry skills) with skill level at termination using Helen Keller Functional Profile (HKFP) — a functional criterion-based assessment tool. • Provide training to staff to increase and improve their qualifications, expertise, and job performance. • Develop a consumer satisfaction questionnaire indicating level of satisfaction for use at the end of each training period and at the time of program completion. • Develop a State sponsor survey to obtain feedback about the services delivered to consumers after program completion. • Conduct a follow-up survey to obtain data on employment status and satisfaction with community living (housing, community participation and supports) and to gain information on goals completed one year after students leave the HKNC training program. • Conduct periodic consumer surveys to determine satisfaction with field services.
	1.2 **Clients improve functionally.** Participants in the training program will increase their skills and abilities in areas such as Communication, Orientation & Mobility, and Independent Living (IL). *Baseline data to be determined through a new data collection system developed in 1997 to be implemented in 1998.*	1.2 Annual Report, 1999.	
	1.3 **Satisfaction ratings.** Satisfaction levels of consumers, family members, as appropriate, and state sponsors will increase. *Baseline data to be determined through a new data collection system to be developed in 1998 and implemented in 1999.*	1.3 Annual Report, 2000.	
	1.4 **Employment outcomes.** The number of consumers placed in employment settings will increase. *22 consumers (47%) terminating training in 1996 were placed in employment settings.*	1.4 Annual Report, 1998.	
	1.5 **Independent Living.** IL situations of HKNC consumers improve. *49 clients received training in IL skills in 1996 and 7 of the 35 clients terminated (20%) returned to less restrictive living situations.*	1.5 Annual Report, 1998.	
	1.6 **Regional services.** HKNC maintains or increases the number of consumers served through its regional offices. *1,626 individuals with deaf-blindness and 355 families were served in regional offices in 1996.*	1.6 Annual Report, 1998.	

Helen Keller National Center (HKNC) for Deaf-Blind Youths and Adults — $8,176,000 (FY 99)			
Goal: Individuals who are deaf-blind become independent and function as full and productive members of their local community.			
Objective	**Indicators**	**Source and Next Update**	**Strategies**
2. Family members are able to provide and obtain services that meet the needs of the individual who is deaf-blind.	2.1 **Family assistance**. An increasing percentage of families will report that HKNC training has increased their ability to enhance the life of a family member who is deaf-blind to function as a fully productive member of the community. *A family survey developed in 1997 will be conducted annually, beginning in 1998.*	2.1 Annual Report, 1999.	• Develop a family satisfaction survey and gather data from family members of consumers attending program, including individuals who cannot give direct feedback due to linguistic limitations. • As appropriate, include input from family members into the process for identifying goals for the ITP. Conduct regular review (every 13 weeks) with the family to assess progress. • Conduct national parent meetings with agendas developed through a needs assessment completed by parents.
3. Increase the capacity of the adult service system to meet the training and support needs of deaf-blind persons in their local community.	3.1 **Numbers trained**. The number of professionals, service providers, and parents receiving training from HKNC will be maintained or increased. *1,517 individuals participated in training activities in 1996.* 3.2 **Satisfaction with training.** The satisfaction of professionals receiving training through professional seminars at HKNC and National Training Team workshops will increase. *Forms are under development for use in 1998.* 3.3 **Affiliate training**. The number of affiliate agencies and other organizations receiving training from HKNC will be maintained or increased. *1,197 agencies received services in 1996.* 3.4 **Increase affiliates.** Increase the number of HKNC affiliate programs. *40 programs participated in 1996.*	3.1 Annual Report, 1998. 3.2 Annual Report, 1999. 3.3 Annual Report, 1998. 3.4 Annual Report, 1998.	• Increase the number of university affiliations and student internships offered. • Develop a brochure to market the availability of community-based consultations and disseminate it through the regional offices. • Conduct participant assessment of training activities using competency-based evaluations. • Develop a national database of federal, state, and regional offices and staff and other service providers in order to improve HKNC's networking, coordinating, collaborating, and training activities.

National Institute on Disability and Rehabilitation Research (NIDRR) — $81,000,000 (FY 99)			
Goal: To support the conduct and dissemination of high-quality research that contributes to improvement in the quality of life of persons with disabilities..			
Objective	**Indicators**	**Source and Next Update**	**Strategies**
1. NIDRR grantees will conduct high-quality research that leads to high-quality research products.	1.1 **Scientific excellence.** Peer evaluation will document research quality, as reflected in research design, sample sizes, and analytical methods, in at least 80% of projects.	1.1 Prospective and in-process peer evaluation, initiated in 1996.	• Provide training for prospective peer review panels. • Use various systems of review and evaluation to assess the quality, productivity, and relevance of NIDRR research. • Contract an impact study to assess productivity, relevance, and quality of research. • Involve broad constituency in planning, priority setting, and program reviews.
	1.2 **Research usefulness**. The percentage of customers who agree that grantee research is useful will increase.	1.2 Biennial customer inquiry , annual consensus conferences on various topics, 1999.	
	1.3 **Increased publication and citation.** Publication of research findings, with the appropriate citation, will increase in refereed journals and other recognized forums.	1.3 Analysis of grantee records and reports; literature search, annual, 1999.	
	1.4 **Impact of findings.** The measurable effects of research findings will increase. *Baseline to be established by 9/30/99.*	1.4 Retrospective evaluation contract at five-year intervals, 2000.	
2. Disseminate and promote use of information on research findings, in accessible formats, to improve rehabilitation services and outcomes.	2.1 **Dissemination plan.** 80% of grantees will include a dissemination plan that identifies target audiences.	2.1 Analysis of grantee dissemination plans, annual, 1999	• Survey consumer and provider needs. • Develop targeted Dissemination and Utilization (D&U) projects. • Publish and distribute accessibility guidelines for publications, meetings, and web sites. and provide a model of accessibility in NIDRR's own products, communications, and meetings.
	2.2 **Product availability.** 75% of grantee products and 90% of NIDRR products will be available in alternative formats: cognitive accessibility, sensory accessibility.	2.2 Analysis of a sample of grantee products, 1999. Administrative review, 1999.	
	2.3 **Information and TA usefulness.** At least 90% of recipients find the information and technical assistance that they receive useful..	2.3 Customer survey, biennial, 1999.	

National Institute on Disability and Rehabilitation Research (NIDRR) — $81,000,000 (FY 99)			
Goal: To support the conduct and dissemination of high-quality research that contributes to improvement in the quality of life of persons with disabilities..			
Objective	**Indicators**	**Source and Next Update**	**Strategies**
3. Expand system capacity for conduct of high-quality rehabilitation research and services by ensuring availability of qualified researchers and practitioners, including persons with disabilities and other underserved groups.	3.1 **Contribution of trainees and fellows.** The contributions by NIDRR trainees and fellows' to the field of rehabilitation research will increase by 25%.	3.1 Analysis of trainee/fellow documentation of employment, 2000.	• Develop precollege awareness programs that targets disabled persons and individuals from underserved groups. • Expand "new scholars" undergraduate program. • Develop cooperative training activities with RSA/state VR. • Emphasize the training of graduate researchers in all centers, and encourage grantees to target persons with disabilities and individuals from underserved groups. • Improve the clarity of goals of Research Training Grant (RTG) program.
	3.2 **Researchers with disabilities and from underserved groups.** The number researchers working in the field who have disabilities or are from underserved groups will increase by 25%.	3.2 NIDRR-sponsored survey, 2002.	
	3.3 **Impact on field.** Over a five-year period, the number of practitioners who report that NIDRR-funded research and training activities make a significant contribution to professional development in the field will increase by 25%.	3.3 Analysis of grantee reports, annual, 1999.	
4. Ensure productivity and management effectiveness.	4.1 **Relevant priorities.** Priority setting will respond to needs articulated by researchers, consumers, practitioners, and policymakers and reflect advances in the state of knowledge and progress toward agency goals.	4.1 Public hearings; analysis of public comments on priorities, annual, expert panel review, 1999.	• Convene conferences of consumers and researchers to identify emerging issues in disability research and service delivery. • Contract a comprehensive study of NIDRR's historical accomplishments as basis for setting future directions. • Implement customer evaluation on a program-by-program basis.
	4.2 **Usefulness of NIDRR products.** The percentage of customers reporting that NIDRR products and information are useful will increase.	4.2 Customer survey, biennial, 1999.	

Technology Related Assistance to States - P.L. 103-218 — $30,000,000 (FY 99)			
Goal: To increase availability of, funding for, access to, and provision of assistive technology devices and assistive technology services.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
1. Through systemic activity, improve access to and availability of assistive technology (AT) for individuals with disabilities who require assistive technology.	1.1 **Information.** The number of individuals with disabilities and service providers who receive information about AT will increase. 1.2 **Trained professionals.** The number of professionals who are trained to provide AT services will increase. 1.3 **Timeliness.** The timeliness of the provision of AT will increase. 1.4 **Barrier reduction.** The number of barriers to AT will decrease. 1.5 **VR consumers**. The number of vocational rehabilitation (VR) consumers that receive assistive technology will increase.	1.1 - 1.4: Responses to National Institute on Disability and Rehabilitation Research (NIDRR) Performance Guidelines, annual, 1998. 1.5 Rehabilitation Services Administration Annual Reports, 1998.	• Provide technical assistance to states on accessibility issues. • Attend meetings of professional organizations for special education and vocational rehabilitation, and provide technical assistance; disseminate information about successful activities developed between education programs for children with disabilities and Tech Act projects. • Increase collaboration with state VR agencies. • Monitor Tech Act reports for indications of reduction in number of barriers to accessing assistive technology by underrepresented populations and rural populations; disseminate information about successful activities in eliminating barriers.
2. Through systemic activity, increase funding for assistive technology devices and services.	2.1 **Available funds.** The amount of funding for AT from programs authorized to provide them will increase. 2.2 **Funding sources.** The number of funding sources for AT will increase. 2.3 **Information.** The number of individuals with disabilities and service providers who receive information about the funding of AT will increase.	2.1 - 2.3 Responses to NIDRR Annual Performance Guidelines, 1998.	• Provide technical assistance and disseminate information to AT grantees regarding funding of AT services and devices.

American Printing House for the Blind — $8,256,000 (FY 99)			
Goal: Precollege level blind students receive appropriate educational materials which result in improved educational outcomes			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
1. Appropriate, timely, quality educational materials are provided to pre-college level blind students to allow them to more fully benefit from their educational programs.	1.1 **Customer satisfaction.** A targeted percentage of customers/consumers will agree that the educational materials provided through the Act are appropriate, timely, and of high quality, and that they allow blind students to more fully benefit from their educational programs. The targeted percentage will be set by an advisory committee of Ex Officio Trustees representing a broad range of service delivery systems. *Baseline data to be determined during FY 1998.* 1.2 **Student performance and participation.** Performance of students and their participation in their educational programs will improve due to availability of educational materials provided through the Act. *Baseline data to be determined during FY 1998.*	1.1 Surveys of Ex Officio Trustees, annual, 1998; Input from Research and Publications Advisory Committees, annual, 1998; Consumer surveys, ongoing, 1998. 1.2 Survey of Ex Officio Trustees, 1998; Annual survey of Ex Officio Trustees, 1998; Annual survey of teachers, 1998.	• American Printing House f or the Blinds (APH's) existing survey of Ex Officio Trustees will be conducted on a triennial basis beginning in 1998. Surveys targeting select issues will be conducted in each of the interim years. • The Educational and Technical Research and the Publications Advisory Committees, will annually review APH's progress in improving the appropriateness, timeliness of delivery, and quality of products produced through the Act. • Ongoing surveys of consumers will be conducted by an outside vendor to provide data regarding the appropriateness, timeliness of delivery, and quality of products produced through the Act. • Ex Officio Trustees will be surveyed to better understand how materials provided thought the Act impact on student performance and how to measure the impact. • Surveys of ex-officio trustees and teachers will be conducted on an annual basis to collect data regarding student performance and participation in their educational programs in relation to materials provided through the Act.

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American Printing House for the Blind — $8,256,000 (FY 99)			
Goal: Precollege level blind students receive appropriate educational materials which result in improved educational outcomes			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
2. Research will result in identification and development of educational materials responsive to consumer needs.	2.1 **Responsiveness to needs**. A targeted number of Ex Officio Trustees will express satisfaction with the prioritization of APH's research projects. The targeted number will be set by an advisory committee of Ex Officio Trustees representing a broad range of service delivery systems. *Baseline data to be determined during FY 1998.*	2.1 Survey of Ex Officio Trustees, annual, 1998; Input from the Educational and Technical Research Advisory Committee, annual, 1998.	• An area of the annual survey of Ex Officio Trustees will be dedicated to collecting data regarding the match between APH's research priorities and product needs in the field. • Beginning with 1998 meetings of the Educational and Technical Research Advisory Committee, research project prioritization, progress reports, and timelines will be reviewed for committee input.
3. Advisory services assist service providers to be knowledgeable about how to most effectively use products provided through the Act.	3.1 **Effectiveness of assistance.** A targeted percentage of service providers will agree that APH's advisory services will help them to become knowledgeable about how to most effectively use products provided through the Act. The targeted percentage will be set by an advisory committee of Ex Officio Trustees representing a broad range of service delivery systems. *Baseline data to be determined during FY 1998.*	3.1 Survey of Ex Officio Trustees, annual, 1998; Evaluations of technical assistance to direct service providers, periodic, 1998	• Design a section of the annual survey of Ex Officio Trustees to collect data regarding the satisfaction of service providers with advisory services provided through the Act. • When technical assistance is provided during FY 1998, participants will be requested to complete evaluations to indicate their satisfaction regarding the assistance.

National Technical Institute for the Deaf — $44,791,000 (FY 99)

Goal: **To provide deaf students with state-of-the-art technical and professional education programs, undertake a program of applied research; share NTID expertise and expand outside sources of revenue.**

Objective	Indicators	Source and Next Update	Strategies
1. Provide deaf students with outstanding state-of-the-art technical and professional education programs, complemented by a strong arts and sciences curriculum and supplemented with appropriate student support services.	1.1 **Enrollment**. Enroll 1,100 deaf students and maintain or increase that level. *The 1996-97 total enrollment was 1,085.*	1.1 NTID Registrar Office records, annual, 1998.	• Continually evaluate the need to revise existing curriculum and develop new majors to reflect the changing needs of students and industry.
	1.2 **Support services.** An appropriate continuum of student support services geared to assist students in achieving academic success will be maintained. *Student support services primarily consist of sign language interpreting [80,000 hours], note taking [42,000], tutoring/advising [15,000 hours] in 1996.*	1.2 Department records summarized in National Technical Institute for the Deaf (NTID) Annual Report, 1998.	• Provide a barrier-free communication environment within NTID and improve informational access on the Rochester Institute of Technology (RIT) campus for deaf and hard-of-hearing students. • Enhance the use of technology in the delivery of support services and use computers in the curriculum.
	1.3 **Program satisfaction**. Demonstrate student satisfaction regarding educational experiences at NTID. *Approach to be determined in 1998; data will be summarized and interpreted in 2000.*	1.3 Customer survey, annual, 2000.	• Identify an approach to be used to acquire student satisfaction information by December 1998.
	1.4 **Interpreter training**. Enrollment in the Educational Interpreter program will increase. *The 1996 enrollment was 72.*	1.4 NTID Registrar Office records, annual, 1998.	• Register 350-370 new students annually through a comprehensive marketing plan which targets minority students, women students, transfer students, international students, and cross-registered students. • Expand and enhance career opportunities for students by responding to changes in the field. • Enhance the curriculum to ensure that graduates meet the requirements of National and State Certifying Boards.
2. Maximize the number of students successfully completing a program of study.	2.1 **Student retention rate**. Increase the first-year student retention rate to 75%. *The 1996 first-year student retention rate was 72%.*	2.1 NTID Registrar Office records, annual, 1998.	• Expand articulation agreements with other colleges and universities and review NTID's process for accepting appropriate credits.
	2.2 **Graduation rate**. The overall graduation rate will increase. *The most recent graduation rates for students in Technical Programs is 48% and for Professional Programs is 62%.*	2.2 NTID Registrar Office records, annual, 1998.	• Launch First-Year Experiences for all first-year students to better prepare them for making appropriate career choices.

National Technical Institute for the Deaf — $44,791,000 (FY 99)			
Goal: To provide deaf students with state-of-the-art technical and professional education programs, undertake a program of applied research; share NTID expertise and expand outside sources of revenue.			
Objective	**Indicators**	**Source and Next Update**	**Strategies**
			• Develop and refine retention initiatives (e.g., early warning system, career restoration program, peer support system, mentoring). • Develop and implement instructional practices to enable underprepared students to acquire the skills necessary to complete a postsecondary program of study including sign language and English.
3. Prepare graduates to find satisfying jobs in fields commensurate with their education.	3.1 **Placement rate**. Increase placement rate of graduates in the workforce to 95%. *The 1995 placement rate was 94%.* 3.2 **Earnings parity with hearing peers.** Increase NTID/RIT graduates' earnings to a level commensurate with their hearing peers. *A 1990 Internal Revenue Service (IRS) study indicated that NTID graduates with bachelor's degrees were earning 93% of the pay of their hearing peers.* 3.3 **Federal subsidies**. Reduce dependence on Federal subsidies to deaf individuals. *Baseline to be determined.* 3.4 **Earnings growth rate**. NTID/RIT graduate earnings growth rates will remain competitive with the market. *1996 information revealed initial average salary rate of $20,500, increased to $26,700 after five years.*	3.1 NTID Placement Office records, annual, 1998. 3.2 IRS Studies, periodic, 2000. 3.3 Social Security Administration Study on Transfer Payments, 1998. 3.4 Alumni Feedback Questionnaire (AFQ), annual, 2000.	• Provide an array of academic support counseling (e.g., career and personal counseling, academic and employment advisement, placement assistance). • Explore new technical career areas which will ensure that students have access to emerging careers which enhance their earning potential. • Conduct periodic cooperative research studies with Internal Revenue Service (IRS), Social Security Administration (SSA), and other agencies. • Support alumni through outreach training programs designed to enhance their earnings potential. • Modify AFQ to allow us to measure more effectively job satisfaction and upward mobility by December 1998.

National Technical Institute for the Deaf — $44,791,000 (FY 99)			
Goal: To provide deaf students with state-of-the-art technical and professional education programs, undertake a program of applied research; share NTID expertise and expand outside sources of revenue.			
Objective	**Indicators**	**Source and Next Update**	**Strategies**
Undertake a program of applied research to enhance the social, economic, and educational well-being of deaf people			
4. Conduct a program of applied research to provide innovative support for the teaching and learning process for deaf and hard-of-hearing individuals.	4.1 **Respond to student needs**. Increase the percentage of NTID supported research projects that focus on the needs of deaf and hard-of-hearing students. *In 1996, 55% of research projects were focused on students.*	4.1 Research Report, annual, 1998.	• Conduct research that advances our knowledge of educational challenges (e.g., reading college-level materials, transfer of skills across domains, matching educational interpreting to student needs) and understanding of the academic potential of deaf and hard-of-hearing students, including students with special needs, in order to optimize their academic success.
	4.2 **Respond to identified institutional needs.** Increase the percentage of research that responds to institutional issues (e.g., access, retention, instructional technology and its applications.) *In 1996, 15% of research projects were focused on institutional needs.*	4.2 Research Report, annual, 1998.	• Conduct research that expands knowledge of the distant learner and identifies their learning characteristics and the pedagogical skills and methods necessary for a successful distance learning program. • Conduct research that analyzes the contribution of social/family circumstances, diverse learning styles, personalities, and motivational factors to goal setting and goal attainment by deaf and hard-of-hearing students.
5. Conduct outreach programs for external audiences to increase the knowledge base and improve practice in the field.	5.1 **Consumer satisfaction.** Trained participants indicate that the training they have received assists them to serve or work with individuals who are deaf and hard-of-hearing. *Baseline to be determined.*	5.1 Summary of participant evaluations, annually, 1998.	• Conduct two kinds of English Language Teacher Outreach Project (ELTOP) workshops. One will focus on serving educators from postsecondary settings. The other will focus on serving educators from secondary and elementary programs.

National Technical Institute for the Deaf — $44,791,000 (FY 99)			
Goal: **To provide deaf students with state-of-the-art technical and professional education programs, undertake a program of applied research; share NTID expertise and expand outside sources of revenue.**			
Objective	**Indicators**	**Source and Next Update**	**Strategies**
	5.2 **Training**. Provide quality inservice training at the same or greater participation level for school personnel, employers, and coworkers working with deaf and hard of hearing people; alumni; and parents. *In 1996-1997, 258 professionals, 118 employer representatives and school personnel, 431 alumni, and 75 parents participated.*	5.2 Center for Outreach Records (summarized in the NTID Annual Report), annual, 1998.	• Conduct workshops for secondary teachers to Access English skills through the Science Outreach Project, C-Print Project workshops, Sign Communication Proficiency Interview (SCPI) workshops, and workshops for employers and co-workers. • Host visits by state VR counselors to our campus during FY 1998 for the purpose of informing them about our programs and services. • Make presentations to state/regional meetings of State Coordinators and/or RCDs to provide information on the latest developments on our campus. • Conduct workshops; publish research results and provide electronic access to summaries of research findings; present research findings; and maintain active and visible roles with key educational and advocacy organizations.
	5.3 **Secondary students**. Expand career awareness and college orientation programs for secondary school students. *In 1997* — *Explore Your Future Program (EYF)—166 High School juniors* — *Career Awareness Program* (CAP)—*50 High School freshmen & sophomores.*	5.3 Center for Outreach Records (summarized in the NTID Annual Report), annual, 1998.	
	5.4 **Effect positive change**. Facilitate a wider distribution of NTID knowledge and expertise. *In 1997, 15 workshops were conducted, 44 publications produced, 33 professional presentations were made.*	5.4 Research Report, annual, 1998.	
6. Outside sources of revenue will result in NTID's ability to expand its resource base while simultaneously performing additional activities that support its mission .	6.1 **Fund raising.** Increase annual fund raising efforts for the Federal Endowment Grant program, other private funds raised, equipment donations, and grants and contracts. *(In 1996, NTID raised $226,438 in matching fund for the Endowment Grant program, an additional $729,208 from private sources, $683,098 in equipment donations, and had 10 grants and/or contracts totaling $733,587.)*	6.1 Development Office Report summarized in the NTID Annual Report, 1998.	• Complete a $10 million fundraising campaign by 1999. To date, $7.5 million has been raised. • Encourage researchers and others to seek grant/contract monies to the maximum extent feasible.

Gallaudet University — $83,480,000 (FY 99)			
Goal: To challenge students who are deaf to achieve their academic goals and attain productive employment; provide leadership in setting the national standard for best practices in education of the deaf and hard of hearing; and establish a sustainable resource base.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
Gallaudet challenges students who are deaf to achieve their academic goals and attain productive employment.			
1. University Programs and PCNMP will maintain a diverse and quality student body.	1.1 **Enrollment at Gallaudet University.** Maintain or increase the number of students enrolled in the undergraduate program and the graduate program. *The 1996 Undergraduate enrollment was 1,302; graduate enrollment* was *398; MSSD was 268; and, KDES was 170.*	1.1 Office of Enrollment Services records, summarized in the annual report, 1998.	• PCNMP will establish annual enrollment goals intended to achieve the requirements of the Education of the Deaf Act (EDA) related to composition of the student body. • KDES/MSSD will seek information from its National Mission Advisory Panel about student enrollment issues. • Incorporate strategies from studies conducted by Gallaudet into the University's Retention Improvement Plan and determine factors related to graduation completion rates.
	1.2 **Enrollment at KDES/MSSD.** Maintain an appropriate student enrollment serving students with a broad spectrum of needs. *In 1997, KDES enrolled 163 students and MSSD, 241 students.*	1.2 PCNMP Enrollment Office records, summarized in the annual report, 1998.	
	1.3 **Student retention rate.** Increase the student retention rate. *The 1997 Undergraduate retention rate was 63%. The 1996 retention rates for KDES and MSSD respectively were 89% and 90%.*	1.3 Office of the Registrar records, summarized in the annual report, 1998.	
	1.4 **Student graduate gate** Increase overall graduation rate. *The 1996 graduation rate was 38.8% at the University. At MSSD, 58 students out of total 64 graduated.*	1.4 Office of the Registrar records, summarized in the annual report, 1998.	

Gallaudet University — $83,480,000 (FY 99)			
Goal: To challenge students who are deaf to achieve their academic goals and attain productive employment; provide leadership in setting the national standard for best practices in education of the deaf and hard of hearing; and establish a sustainable resource base.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
2. Gallaudet University offers students at every level effective educational programs, supplemented by appropriate student support services, administrative services, and extra-curricular activities that contribute directly to academic achievement and quality of student life.	2.1 **Literacy skills**. Annual English test results will indicate marked improvement in English competency levels for all students. *Baseline data on college level and Model Secondary School for the Deaf (MSSD) will be available in 1999. In 1996, Kendall Demonstration Elementary School (KDES) students in grades 3, 4, and 5 tested at an average grade equivalent of 1.82 and grades 6, 7,and 8 at 2.8. (The range was 1.9 to 9.0)* 2.2. **Student support services.** Maintain an appropriate continuum of student support services geared to assist students in achieving academic success. *University student support services primarily consist of tutoring, counseling, academic advising. Student support services contact hours totalled 130,600 in FY 1996. PCNMP's provide quality support services required by students' Individualized Education Programs (IEP).*	2.1 English Department Records, KDES and MSSD records, summarized in the annual report, 1999. 2.2 Department Records, PCNMP's student IEP's, summarize in the annual report, 1999.	• The English Department will continue to modify curriculum offerings and instructional methods to foster literacy. • KDES/MSSD will design an integrated curriculum and implement best practices that foster literacy across content areas. • KDES/MSSD will establish developmentally appropriate assessment instruments and procedures for tracking student achievement of literacy skills. • KDES/MSSD will establish instructional teams to design and implement an integrated curriculum from Preschool through grade 12. • KDES/MSSD will obtain and use public input from the National Advisory Panel as well as constituents in the field on effective educational programs. • KDES/MSSD will use the Individualized Education Program (IEP) process to identify and provide needed student support services that will help students best benefit from their education. • University Programs & PCNMP will use students' feedback to improve instructional programs.

Gallaudet University — $83,480,000 (FY 99)			
Goal: To challenge students who are deaf to achieve their academic goals and attain productive employment; provide leadership in setting the national standard for best practices in education of the deaf and hard of hearing; and establish a sustainable resource base.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
3. Curriculum and Extra-Curricular activities prepare students to meet the skill requirements of the workplace and/or continue their studies.	3.1 **Employment opportunities**. An increased number of Gallaudet and the Model Secondary School (MSSD) students will find jobs in fields commensurate with their training and education. *Baseline to be determined*	3.1 University and KDES/MSSD studies on the status of graduates' employment, and results of employer surveys, summarized in the annual report, 1999.	• Information on employment status and additional education obtained by graduates will be distributed to all academic and support departments to enhance their internal program reviews. • KDES/MSSD will develop a comprehensive plan to provide students with transition skills, instruction and exposure to workplace environments.
	3.2 **Advanced studies - University.** An increased number of Gallaudet students apply to and are accepted into programs of advanced studies beyond the baccalaureate degree. *In 1995, 37% of 85 respondents reported that they were continuing their education.*	3.2 Graduate follow-up studies, summarized in the annual report, 1999.	
	3.3 **Advanced Studies for MSSD Students**. An increased number of MSSD students apply to and are accepted into College level programs. *In 1996, 73% of 68 MSSD students attended postsecondary education programs.*	3.3 Graduate follow-up studies, summarized in the annual report, 1999.	
Gallaudet provides leadership in setting the national standard for best practices in education of the deaf and hard of hearing			
4. Research conducted contributes to quality state-of-the-art educational services for deaf and hard of hearing individuals.	4.1 **Respond to student needs**. Increase the percentage of research projects that focus on the needs of deaf and hard-of hearing students. *In 1996, 69 research projects were either completed or ongoing that focussed on the needs of students who are deaf or hard-of-hearing.*	4.1 Department records, summarized in Gallaudet's annual research report, 1998.	• The University will increase its support related to implementation of research results on campus and at other universities. • PCNMP will develop a strategy for determining field satisfaction related to its mechanisms for obtaining public input on research, development and demonstration activities.

Gallaudet University — $83,480,000 (FY 99)			
Goal: To challenge students who are deaf to achieve their academic goals and attain productive employment; provide leadership in setting the national standard for best practices in education of the deaf and hard of hearing; and establish a sustainable resource base.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
	4.2. **Public input satisfaction survey**. Conduct a national survey to determine if KDES/MSSD are obtaining satisfactory public input on infant through 12 grade research, development, and demonstration activities. *Baseline to be determined in 2000.*	4.2 Report on National Survey, summarized PCNMP Annual Report, 2000.	• KDES/MSSD will obtain public input on research related to best practices in the priority areas of family involvement, transition, and literacy. • KDES/MSSD will support research on PCNMP priorities by University faculty, PCNMP teachers, and staff through Gallaudet's internal RFP process.
5. Gallaudet works in partnership with others to develop and disseminate educational programs and materials for deaf and hard-of- hearing students.	5.1 **KDES/MSSD projects and programs.** The number and type of PCNMP projects and programs developed and evaluated annually will be maintained or increased. *In FY 1997, 6 projects were funded to develop model programs in family education and literacy.*	5.1 PCNMP Annual Report, 1998.	• PCNMP will develop partnerships and collaborations with a wide variety of other school programs serving deaf and hard-of-hearing children to identify, develop, test, and disseminate information about best practices and effective educational innovations.
	5.2 **Use of KDES/MSSD expertise.** Increase in the number of programs and institutions that adopt innovative curricula and other products, or modify their strategies as a result of KDES/MSSD's leadership. *Baseline to be determined.*	5.2 PCNMP Annual Report, 1998.	• PCNMP will develop and implement a national communications network in collaboration with the Gallaudet University Regional Centers.
	5.3 **Programs delivered to the field.** The University will increase the numbers and kinds of programs delivered to the field. *In 1996, 39,108 persons were served through University Programs, 21,686 persons were served through PCNMP, and 105,071 PCNMP Outreach Products were distributed.*	5.3 Outreach program(s) records, summarized in Gallaudet's annual report, 1999.	• Gallaudet will expand programs that best meet the needs of deaf and hard-of-hearing persons, their families and professionals who serve them. • Gallaudet will investigate alternative approaches to meet the needs of non-traditional students.

Gallaudet University — $83,480,000 (FY 99)			
Goal: **To challenge students who are deaf to achieve their academic goals and attain productive employment; provide leadership in setting the national standard for best practices in education of the deaf and hard of hearing; and establish a sustainable resource base.**			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
Gallaudet University establishes sustainable resource base			
6. Outside sources of support are a growing segment of Gallaudet's resources and result in the University becoming more independent of the Federal Government.	6.1 **Fundraising**. Increase annual fund raising efforts related to the Federal Endowment Grant program and other private funds and increase the number of grants and contracts received. *In 1997, Gallaudet raised $2 million in funds toward the Endowment Grant program, raised $6.7 million in gifts and pledges, and received 28 grants worth over $3.5 million.*	6.1 Administration and Business Financial Records and Institutional Advancement Records, summarized in the annual report, 1998.	• Aggressively pursue all forms of private support for the University. • Encourage researchers and other faculty/staff to seek grant/contract monies to the maximum extent feasible. • The University will continue to study the market and will adjust fee levels accordingly

Vocational and Adult Education

Perkins Vocational and Applied Technology Act (State Grants and Tech-Prep Indicators) — $1,136,650,000 (FY 99)			
Goal: To increase access to and improve educational programs that strengthen education achievement, workforce preparation, and lifelong learning.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
Student achievement			
1. Vocational students achieve high level of proficiency in math, science and communication skills.	1.1 **Academic proficiency of vocational students**. By fall 2000, vocational students will show increasing proficiency on standardized assessment instruments. 1.2 **Academic proficiency of targeted populations.** By fall 2000, targeted populations will show increasing proficiency on standardized assessment instruments.	1.1-1.2 National Education Longitudinal Study (NELS) Base Year "Second Follow-up and High School Transcript Files," 1992 for Math and Science. Follow-up: 2000.	• Work with states to establish challenging goals, benchmarks, and uniform accountability measures for use by all states. • Improve the connection between academic and industry-based skills by working with School-to-Work (STW), the National Skills Board, and VocEd State Offices.
2. Vocational students achieve a high level of proficiency in industry-recognized skill certificate programs in secondary and postsecondary institutions.	2.1 **Earning industry-recognized skill certificates.** By fall 2000, there will be an increasing proportion of vocational students successfully completing programs with industry approved/recognized skill standards and certificates in major career/occupational areas in secondary and postsecondary institutions.	2.1 Study to be conducted using 1998 National Programs funding.	• Work with the National Skill Standards Board to support three consortia of states to implement challenging industry-recognized skills in health, business, and manufacturing. • Through Tech-Prep, STW, and State Offices, continue work to encourage and support the interconnection between challenging academic and industry-based skills.
3. Vocational students make successful transitions to continuing education, work, or other career options.	3.1 **Secondary education attainment**. The proportion of vocational students attaining a degree or GED diploma, entering postsecondary programs, and attaining employment in their area of concentration will increase. 3.2 **Postsecondary education attainment.** The proportion of vocational students attaining an associate or bachelor degree or certificate, and attaining employment in their area of concentration will increase.	3.1-3.2 School-to-Work (STW) National Evaluation Surveys & follow-ups, 1996, 1998, & 2000 for secondary. Beginning Postsecondary Students, 1996 for postsecondary.	• Encourage Congress to incorporate this objective into the performance measurement systems of the states through new legislation.

Perkins Vocational and Applied Technology Act (State Grants and Tech-Prep Indicators) — $1,136,650,000 (FY 99)			
Goal: To increase access to and improve educational programs that strengthen education achievement, workforce preparation, and lifelong learning.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
4. Employers are satisfied with the competencies of vocational concentrators they hire.	4.1 **Employer satisfaction.** By fall 1999, at least 50% (currently 41%) of the employers will indicate the highest satisfaction categories for students in and graduates of secondary Vocational Education programs; this will be at least 60% (currently 54%) for postsecondary students & graduates.	4.1 National Assessment of Vocational Education (NAVE), Vol. II; NAVE follow-up; National Employer Surveys, 1994, 1996, 1999.	• Promote employer involvement in secondary and postsecondary vocational education reforms. • Increase business-community college partnerships. • Create faculty internships with business.
Student participation			
5. All students, including targeted populations, have access to high-quality vocational-technical education programs.	5.1 **Access of special populations.** By fall 2000, targeted populations will increasingly participate in secondary and postsecondary programs that implement industry skill/recognized skill standards and award certificates. 5.2 **Outcomes of special populations**. By fall 2000, the rate will increase among targeted populations of successful transition from secondary to postsecondary education programs or work, and from postsecondary programs to work.	5.1-5.2 Study to be conducted using 1998 National Programs funding.	• Identify and disseminate models that effectively serve targeted populations in Vocational Education programs. • Collaborate with the National Center for Education Statistics (NCES) and the Planning and Evaluation Service (PES) to improve and expand data collections on targeted student populations.
Performance standards and measures			
6. Improve the quality and use of State accountability systems.	**Performance measurement.** An increasing number of states will: **6.1** Use Standards and Measures for local program improvement. **6.2** Use common School-to-Work and Vocational Education Standards and Measures. **6.3** Adopt core Standards and Measures with common definitions.	6.1-6.3 MPR Associates', Common Core Measures Contract, 1998. 6.3 Same as 6.1.	• Work with states and other stakeholders to create accountability systems as required by new legislation. • Provide states technical assistance to (1) develop and use performance standards to improve program quality, (2) identify and share models o performance and accountability, and (3) create outcome measures common to STW and vocational education. Collaborate with ED offices and other Federal agencies engaged in providing technical assistance on accountability initiatives.

Perkins Vocational and Applied Technology Act (State Grants and Tech-Prep Indicators) — $1,136,650,000 (FY 99)			
Goal: To increase access to and improve educational programs that strengthen education achievement, workforce preparation, and lifelong learning.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
School reform			
7. Coordinate Vocational Education with Goals 2000, ESEA, Adult Education, IDEA, STW and state school reform strategies.	7.1 **Consolidated state plans.** By fall 1998, Perkins will be part of ESEA consolidated plans in at least 12 states. 7.2 **State and local reforms.** By fall 1999, the New American High School and Urban High School initiatives, increasingly will be a core reform element in many state reform initiatives.	7.1-7.3 OVAE Fall 1997, STW Progress Measures, 1996; National Evaluation, 1997; National Employer Survey II, 1998. NCES Fast Response Survey of State reform initiatives, 1998.	• Disseminate successful reform strategies to secondary and postsecondary urban institutions. • Expand the New American High School initiative. • Implement a system to work with State directors of community colleges to encourage colleges to become active partners in secondary school reform.
8. States align vocational teacher certification and assessment with National Board for Professional Teacher Standards and provide leadership for professional development.	8.1 **National standards.** An increasing number of States utilize the National Board for Professional Teacher Standards for vocational teacher certification and assessment. 8.2 **Increased access to professional development.** An increasing percentage of vocational teachers will receive high-quality professional development.	8.1 National Board for Professional Teacher Standards Annual Report. 8.2 Schools and Staffing Survey (SASS), 1987-88, 1993-94, 1999. Additional analysis needed.	• OVAE is addressing professional development through a $4 million grant competition supporting projects that develop, implement, and operate programs using different curricula models that integrate vocational and academic learning. • Identify model teacher preparation programs that include integrated curriculum strategies, contextualized instructional approaches, skill and academic standards. and disseminate information to colleges of education.

National Programs Indicators (Perkins Vocational and Applied Technology Act)— $13,497,000 (FY 99)			
Goal: To increase access and improve vocational education that will strengthen work force preparation, employment opportunities, and lifelong learning.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
Performance standards and measures			
1. Improve and expand national knowledge base of strategies that support state and local reform in vocational education.	1.1 **Improve knowledge base.** Products and services of the National Center for Research in Vocational Education (NCRVE) will focus on the identification, development, and assessment of integrated instruction strategies, secondary and postsecondary linkages, professional development, and state performance goals and indicators.	1.1 Short-term studies, annual reports and on-going research from the National Center for Research in Vocational Education (NCRVE), and other research contracts.	• Coordinate vocational education research agendas with PES, OERI, and DOL. • Identify promising practices to train and retrain teachers in integrated and contextualized instructional approaches. • Identify integrated curricula that strengthen student competency in math, science, technology, and communication.
2. Increase the use of research and development findings to improve state and local practice.	2.1 **Customer satisfaction.** External peer reviews/customer satisfaction surveys of NCRVE research and technical assistance activities, to be conducted by ED, will show increasing satisfaction with the quality of research and program improvement activities.	2.1 Annual independent stakeholder surveys, 1998, 1999, 2000.	• Develop and implement a Customer Peer Review process for NCRVE research and technical assistance activities.
3. Support state efforts to refine and expand performance measurement and accountability practices in vocational education for program improvement.	3.1 **Core standards and measures.** The number of States adopting core Standards and Outcome Measures with common definitions will increase.	3.1 Progress and Performance Measures Contract outcomes.	• Assist States in designing strategies to develop a unified system of core measurement indicators, including outcome measures; designing a reporting format for collecting outcome data; and field testing the reporting process and use of data for program improvement.

Tribally Controlled Postsecondary Vocational Institutions — $0 (FY 99)			
Goal: To increase access to and improve vocational education that will strengthen workforce preparation, employment opportunities, and lifelong learning in the Indian Community.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
Student achievement and participation			
1. Vocational students served in Tribally Controlled Postsecondary Vocational Institutions make successful transitions to work or continuing education.	1.1 **Improved employment of graduates.** By the year 2000 the number of vocational students attaining employment in the field in which they were trained or pursuing higher level training at the certificate or BA level will increase.	1.1 Tribally Controlled Postsecondary Vocational Institutions Annual Performance Report, 1999.	• Work with the Office of the White House Initiative for Tribal Colleges and Universities to develop additional strategies. • Work with grantees to improve the collection of placement data. • Encourage grantees to include apprenticeship and work-based learning opportunities in their institutions. • Work with grantees to encourage coordination of associate degree programs with four-year institutions through articulation agreements.
2. Vocational students served in Tribally Controlled Postsecondary Vocational Institutions have access to high quality vocational-technical education programs.	2.1 **Increased student participation.** By the year 2000 the number of vocational students seeking certificates or AA degrees in vocational training areas will increase. 2.2 **Improved participation in apprenticeships.** By the year 2000 the number of vocational students participating in apprenticeship and work-based learning programs will increase. 2.3 **Increased participation in articulated programs.** By the year 2000 the number of vocational students participating in associate degree training programs that are articulated with an advanced degree option will increase.	2.1 Tribally Controlled Postsecondary Vocational Institutions Annual Performance Report, 1999. 2.2 Tribally Controlled Postsecondary Vocational Institutions Annual Performance Report, 1999. 2.3 Tribally Controlled Postsecondary Vocational Institutions Annual Performance Report, 1999.	

Adult Education — $361,000,000 (FY 99)			
Goal: To support adult education systems that result in increased adult learner achievement in order to prepare adults for family, work, citizenship, and future learning.			
Objectives	**Indicators**	**Sources and Next Update**	**Strategies**
Adult learners			
1. Improve literacy in the United States.	1.1 **Improve literacy.** By fall 2002 the number of adults performing in the lowest proficiency level in the National Adult Literacy Survey (NALS) will decrease. *Between 40 and 44 million adults performed in the lowest of five proficiency levels in the 1992 NALS.*	1.1 NALS I and NALS II, 2002.	• In partnership with the National Center for Education Statistics (NCES), National Programs funds will help support the development and execution of a second National Adult Literacy Survey.
2. Provide adult learners with opportunities to acquire basic foundation skills (including English language acquisition) and complete secondary education.	2.1 **Basic skill acquisition.** By fall 2000, 40% of adults in beginning-level Adult Basic Education (ABE) programs will complete that level and achieve basic skill proficiency. *Current baseline: 630,000 beginning level students 28% completion rate.*	2.1 Adult Education Management Information System/ annual, 1997.	• Leverage National Programs funds with State "353" funds to develop a model basic skills certification program and disseminate results nationally. • Working with OSERS, the National Adult Literacy and Learning Disabilities Center, and the National Institutes of Health, DAEL will develop information concerning learning accommodation strategies to facilitate the assessment, placement, participation, retention, and completion of adults with disabilities in literacy programs. • Based on the evaluation of the National Workplace Literacy Program, technical assistance will be provided to help states and local programs integrate work readiness activities within the basic skills delivery system.
	2.2 **Basic English language acquisition.** By fall 2000, 40% of adults in beginning English for Speakers of Other Languages (ESOL) programs will complete and achieve basic English literacy. *Current baseline: 435,000 beginning ESOL students 27% completion rate.*	2.2 Adult Education Management Information System/annual, 1997.	
	2.3 **Secondary completion.** By fall 2000, 40% of adults enrolled in secondary level programs will earn a diploma or GED. *Current baseline: 925,000 secondary level students 38% completion rate.*	2.3 Adult Education Management Information System/annual, 1997.	
	2.4 **Transition to work**. By fall 2000, 300,000 adults participating in adult education will get a job or retain or advance in their current job. *Current baseline: 268,000.*	2.4 Adult Education Management Information System/annual, 1997.	

Adult Education — $361,000,000 (FY 99)			
Goal: To support adult education systems that result in increased adult learner achievement in order to prepare adults for family, work, citizenship, and future learning.			
Objectives	**Indicators**	**Sources and Next Update**	**Strategies**
3. Provide adult learners at the lowest levels of literacy access to educational opportunities to improve their basic foundation skills.	3.1 **Educationally disadvantaged.** By fall 1999, adults at the lowest levels of literacy (those in Beginning ABE and Beginning ESOL) will comprise 45-50% of the total national enrollment. *Current baseline: 42%.* 3.2 **Distance learning**. By fall 2000, 15 states will offer ESOL instruction through the Crossroads Café distance learning program. *Current baseline: 5 states.* 3.3 **Welfare-to-Work clients.** By fall 2000, 150,000 welfare to work clients will be enrolled in work-related basic skills training.	3.1 Adult Education Management Information System/ annual, 1997. 3.2 Adult Education Management Information System/annual, 1999. *New data elements required.* 3.3 Adult Education Management Information System/annual, 1999. *New data elements required.*	• To broaden access to literacy services, National Programs funds will leverage investment from at least 10 states (with high percentages of low level adult learners) to develop a second phase of Crossroads Cafe in a family literacy context. • DAEL will develop a "Tool Box" of technical assistance services, including evaluation results of Crossroads Café programs and three implementation models, to promote the use of Crossroads Cafe.
State and local programs			
4. Implement state and local performance management systems for accountability and program improvement.	4.1 **Building performance management capacity.** By fall 2000, all states will implement a national results-based performance management system to report on program effectiveness and learner achievement.	4.1 Adult Education Management Information System, annual, 2001. *Will require modification and expansion to accommodate new result measures and benchmarks.*	• Create a national performance-based management system for the adult education delivery system. Phase I, outcome measures and methodology; Phase II, pilot test; and Phase III, implementation and training at the state and local level.
Professional development and teacher training			
5. States will implement statewide professional development systems and professional standards for instructors.	5.1 **High teaching standards.** By fall 2000, at least 25% of states will adopt professional standards for adult education teachers. *Current baseline: 10 states.*	5.1 Adult Education Management Information System, 1998. *Minor revisions to system needed.*	• National Programs funds will support collaborative projects with states to develop model professional teaching standards.

Adult Education — $361,000,000 (FY 99)			
Goal: To support adult education systems that result in increased adult learner achievement in order to prepare adults for family, work, citizenship, and future learning.			
Objectives	**Indicators**	**Sources and Next Update**	**Strategies**
Systems building			
6. Improve access to quality programs for adult learners by integrating services and leveraging resources.	6.1 **Family literacy.** By fall 2000, adult education programs in 20 states will be formal partners with Even Start and Head Start agencies in the delivery of family literacy programs. 6.2 **Employment and training.** By fall 2000, adult education programs in at least 10 states will be formal partners with one-stop career systems.	6.1 Adult Education Management Information System, 1998. *Requires system revision.* 6.2 Adult Education Management Information System, 1998.	• Continue collaborative partnership with the National Center for Family Literacy and Even Start to develop state-level alliances that further coordinated family literacy services. • With input from field experts, design and provide technical assistance in the creation and use of contextualized learning practices in workplace learning, family literacy and services for out-of-school youth.

Adult Education: Evaluation and Technical Assistance — $27,000,000 (FY 99)			
Goal: To improve practice in adult education.			
Objectives	**Indicators**	**Sources and Next Update**	**Strategies**
Model English as a Second Language (ESL) programs			
1. Improve the effectiveness of ESL programs by carefully testing promising instructional, curriculum, staff and development approaches.	1.1 **Replication of promising models.** Models will be effectively implemented at demonstrations sites and, ultimately, successfully adopted by ESL programs, in general. 1.2 **Student achievement.** Students in demonstration projects will show improved achievement in reading, writing, and speaking English.	1.1 Interim report of independent evaluation of model ESL programs, 2002; final report, 2005. 1.2 Interim report of independent evaluation of model ESL programs, 2002; final report, 2005.	• Coordinate with President's Hispanic Initiative to support $20 million demonstration for model ESL programs. • Provide technical assistance to help ESL programs implement reform models. • Initiate independent evaluation to track implementation of models and student impacts.
Improved practice			
3. Improve and expand knowledge base of strategies that support reform in adult education.	3.1 **Customer satisfaction**. External peer reviews/customer satisfaction surveys show increasing satisfaction with the quality of research, development, and program improvement activities.	3.1 Stakeholder surveys, 1999.	• Disseminate findings from national studies in a timely fashion and in formats that are useful to the field.

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National Institute for Literacy —$6,000,000 (FY 99)			
Goal: To lead the national effort to assure opportunities for all adults with literacy needs to receive effective and responsive services resulting in success in the family, at work, and in the community.			
Objectives	**Indicators**	**Sources and Next Update**	**Strategies**
Increasing national awareness and understanding that improving the literacy skills of America's adults and families will strengthen families, communities, and the economy			
1. Public Awareness Campaign. Raise the awareness level of the general public, policymakers, and the private sector as to the nature and extent of literacy problems in the United States and their impact on our economy, families, and communities.	1.1 **Airing of public service messages.** Future public service messages will air in media markets nationwide. *Baseline is under development.* 1.2 **Referrals to literacy programs.** During campaign months, there will be a 30% increase in the number of potential students, tutors, and contributors referred to local literacy programs. *The Literacy Hotline made over 1,000 referrals a month.*	1.1 Contractor's monitoring of TV and radio placements, ongoing, 1998. 1.2 Reports from hotline/ clearinghouse, quarterly, 1998.	• The contractor and other campaign partners will work to leverage large amounts of free air time on TV and radio to reach a large national audience. • Create an on-line listserv for communication with states about campaign success and strategies.
2. Literacy Leader Fellowships. Provide a unique opportunity for individuals in the field to conduct year-long projects to benefit the literacy field. Fellowships offer a way for timely, innovative ideas to have an immediate impact on the literacy community.	2.1 **Dissemination of fellows' reports.** Increasing numbers of requests will be received for the fellows' project reports. *In a typical month, the hotline receives 110 requests for fellows' reports.*	2.1 National Institute for Literacy (NIFL) internal mailing records, reports of distribution from hotline/ clearinghouse, Internet, ongoing, 1998.	• NIFL staff and current and former fellows will actively disseminate information about fellowships by making presentations at meetings and conferences nationwide. • Publish fellows' reports and publicize the fellowship program and reports on Literacy Information and Communication System (LINCS).

National Institute for Literacy —$6,000,000 (FY 99)			
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Objectives	**Indicators**	**Sources and Next Update**	**Strategies**
Increasing national awareness and understanding that improving the literacy skills of America's adults and families will strengthen families, communities, and the economy			
3. Promote the development of sound public policy that expands access to high-quality literacy services to all who need it, by serving as a resource for policymakers, and assisting the literacy field in staying informed about, developing consensus around, and speaking with one voice on literacy-related policy issues.	3.1 **Congressional staff attendance at Policy Forums.** NIFL will host at least three bipartisan briefings on the Hill. 3.2 **Public reception of *Policy Updates*.** NIFL will produce 12 or more *Policy Updates* annually that reach the target audience while the issue discussed is still timely. *In 1997, 13 Policy Updates were produced.*	3.1 NIFL's project management system, ongoing, 1998. 3.2 NIFL's project management system, ongoing; customer satisfaction contract, 1999.	• NIFL director, deputy director, and project officer will maintain close contact with Congressional staff through meetings, correspondence, and Internet exchange. • NIFL project officer will make presentations on policy issues at meetings and conferences nationwide.
Creating a cutting edge information and communication infrastructure for the literacy field that supports improved teaching and learning			
4. Provide the adult literacy community with a state-of-the-art information and communication system on the Internet through LINCS.	4.1 **Communication services.** By fall 1999, there will be a 50% increase in the number of subscribers to LINCS on-line discussion groups on a variety of adult literacy-related subjects. *Current baseline is 3,500.* 4.2 **Expansion of LINCS.** By fall 1999, the number of local programs participating in LINCS will have doubled. *Current baseline is 200.*	4.1 LINCS internal monitoring system; listserv moderator organization databases, ongoing, 1999. 4.2 LINCS internal monitoring system; Regional Hub statistics; Hub, state, and local home pages, ongoing, 1999.	• Develop and maintain listservs on a variety of literacy topics in partnership with major adult literacy organizations at national, state and local level. • Improve the quantity and quality of resources in partnership with the LINCS regional hubs, state member organizations, and national organizations.
5. Provide a national hotline to inform potential students and tutors of programs in their areas. Use this resource to disseminate NIFL and other materials that target the hotline's frequently asked questions.	5.1 **Satisfaction with referrals and materials.** There will be an 80% customer satisfaction rating among hotline users in terms of referrals and materials provided.	5.1 Customer satisfaction contract, 1999.	• Use the hotline to provide materials for public awareness campaign, and disseminate NIFL products widely and efficiently.

National Institute for Literacy —$6,000,000 (FY 99)			
Goal: To lead the national effort to assure opportunities for all adults with literacy needs to receive effective and responsive services resulting in success in the family, at work, and in the community.			
Objectives	**Indicators**	**Sources and Next Update**	**Strategies**
Building the capacity of organizations and programs to provide high quality services that meet the needs of all adult learners			
6. Equipped for the Future (EFF). Develop content standards, performance standards, and assessments tied to the standards that will create a consensus about the purpose of the literacy system and increase its effectiveness.	6.1 **Participation of EFF Partners.** At least 20 states and local literacy programs will have joined with NIFL as Partners and will attend an annual meeting, as well as participate in regular communications via LINCS by January 1999. *Currently, no such partners exist.* 6.2 **Assessment identification and development.** All existing assessments relevant to EFF standards will be reviewed as to their fit with the standards. If needed, at least one assessment will be under development by March 1999. *Currently no assessments have been reviewed.*	6.1 NIFL internal management system; final reports of grantees, ongoing and annual, 1999. 6.2 Report of EFF Technical Committee, 1999.	• NIFL will convene annual meetings of EFF network beginning July 1998 to provide opportunities for information and resource sharing, training, and technical assistance. • NIFL will work with the EFF Technical Committee in 1998 to discuss implications of EFF standards for curriculum and assessment materials.
Building the capacity of organizations and programs to provide high quality services that meet the needs of all adult learners			
7. National Adult Literacy and Learning Disability Center. Maintain a national center for the collection and dissemination of the most current and reliable information, materials, and instructional methods related to learning disabilities (LD) as they affect adult literacy.	7.1 **Training services.** Selected literacy and other human resource systems in 20 states will participate in training to adapt service delivery systems to better meet the needs of adults with LD by fall 1998. *Currently no states have participated in these activities.* 7.2 **Satisfaction with center services.** 70% of users of the National Adult Literacy and Learning Disability Center services will express satisfaction with the utility and quality of services. *Baseline is under development.*	7.1 NIFL internal management system; Center and Learning Disabilities Training and Dissemination (LDTD) Hub reports; Center external evaluation, ongoing, 1998. 7.2 NIFL internal management system; Center listserv moderator reports, ongoing, 1998.	• The Center, with the LDTD Hub, will implement a plan to help states achieve systemic change in the provision of services to adults with LD. • The Center will collect and disseminate the most current and reliable information about LD, in terms of both research and practice.

National Institute for Literacy —$6,000,000 (FY 99)			
Goal: To lead the national effort to assure opportunities for all adults with literacy needs to receive effective and responsive services resulting in success in the family, at work, and in the community.			
Objectives	**Indicators**	**Sources and Next Update**	**Strategies**
8. Learning Disabilities Training and Dissemination (LDTD) Hubs. Establish a network of projects for providing training and technical assistance to literacy and other human resource development programs about how to achieve systemic change to better serve adults with LD.	8.1 **Training services.** Selected literacy and other systems in all Hubs' targeted states will have participated in activities related to the Center's *Tool Kit* and adapting service delivery systems to better meet the needs of adults with LD by fall '98. *Currently no states have participated in these activities.*	8.1 NIFL internal management system; Center and Hub reports, ongoing, 1998.	• LDTD Hubs will collaborate with the Center to implement a comprehensive plan for helping states achieve systemic change in the provision of services to adults with LD.
	8.2 **Satisfaction with Hub services.** 70% of hub users will be satisfied with quality of services. *Baseline under development.*	8.2 NIFL internal management system; Center and Hub reports, ongoing, 1998.	

Literacy Programs for Prisoners and Grants to States for Workplace and Community Transition for Incarcerated Youth Offenders — $0 (FY 99)			
Goal: To increase access to and achievement in correctional education programs that will aid in the reintegration of prisoners into their communities.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
Student achievement			
1. Grantees will develop and implement improved educational programs that include literacy, life skills, and vocational training, including school-to-work type activities.	1.1 **Improved completion rates.** By the year 2000 the number of students completing educational programs within adult prisons and pre-release facilities will increase. 1.2 **Improved participation in post-release assistance programs.** By the year 2000 the number of participants taking part in post-release assistance will increase.	1.1 Annual reports and site visits, 1998-1999. 1.2 Annual reports and site visits, 1998-1999.	• The Office of Correctional Education (OCE) will continue to coordinate Department-wide correctional education activities through its coordinating committee on correctional education. • Facilitate the exchange of information between grantees by establishing a network for the communication of effective strategies and best practices. • Through technical assistance activities, work with grantees to improve data collection and begin to compile base line information on participants and completions rates.
Access to services			
2. Improve access to postsecondary education for incarcerated persons.	2.1 **Improved inmate participation in GED programs.** By the year 2000, the number of inmates completing their GED thus making them eligible to participate in postsecondary programs will increase. 2.2 **Improved access to information on postsecondary programs including distance learning.** External peer reviews/customer satisfaction surveys of OCE technical support and mail response will show increasing satisfaction with quality of information provided.	2.1 Annual reports and site visits, 1998- 1999. 2.2 Grantee feedback from technical support meetings, telephone and mail correspondence and site visits, ongoing.	• Encourage grantees to provide participants with information on postsecondary education and work programs specific to their regions.

Student Financial Assistance

Office of Postsecondary Education (OPE): Office-Wide Performance Indicators			
Goal: To ensure access to postsecondary education.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
1. Low- and middle-income students will have the same access to postsecondary education as high-income students.	1.1 **Percent of unmet need.** Considering all sources of financial aid, the percent of unmet need, especially for low-income students, will show continuous decreases over time. *In 1994-95, percent of unmet need was 27% for all students ranging from 44% for low-income independent students to 6% for upper-income dependent students. The gap for low-income independent students decreased by 10% since 1992-93 when it was 54%.*	1.1 National Postsecondary Student Aid Study (NPSAS) 1995/96 survey, 2001.	• Work to implement the HOPE Scholarship initiative and tax deduction for postsecondary education and lifelong learning. • Further expand funding for the Pell Grant Program and College Work Study Program. Work to assure that TRIO and other support programs are effective and available to needy students.
	1.2 **College enrollment rates.** Postsecondary education enrollment rates will increase each year for all students, while the enrollment gap between low- and high-income and minority and non-minority high school graduates will decrease each year. *In 1996, there was a 30.2 percent gap between low- and high-income high school graduates aged 18-19 enrolled in college. This represents a 4.9 percent decrease from 1995 when the gap was 35.1 percent.* *High income (top 20%) 79.3 %* *Middle income (middle 60%) 58.2 %* *Low income (bottom 20%) 49.1%*	1.2 Current Population Statistics (CPS), 1997, and annual.	• Expand upon the current information dissemination strategies. • Monitor loan availability and assess the adequacy of current loan limits. • Monitor enrollment and population trends and identify any problems in enrollment of low-income students. • Develop procedures to give students and families a simple mechanism for electronically applying for student financial aid through the WWW *(legislative authority may be needed for full implementation).*
	1.3 **Student-focused system to support postsecondary education.** By October 2001, there will be a single point of contact that allows students to get information on federal student aid, apply for aid, and have their eligibility for aid determined within four days of electronic application, cutting in half the current processing time.	1.3 OPE Program Data, 1997.	

Office of Postsecondary Education (OPE): Office-Wide Performance Indicators			
Goal: To ensure access to postsecondary education.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
2. More students will persist in postsecondary education and attain degrees and certificates.	2.1 **Completion rate.** Completion rates for all full-time, eligible, degree-seeking students in four-year and two-year colleges will improve, while the gap in completion rates between low- and high- income and minority and non-minority students will decrease. *As a baseline, BPS data indicate a gap of approximately 23% in four-year college completion within five years between low and high income students. For students entering four-year colleges in 1990, the percentage that had completed by 1994, is as follows:* *Highest income quartile: 57.2%* *Second income quartile: 47.4%* *Third income quartile: 40.4%* *Lowest income quartile: 34.4%*	2.1 Beginning Postsecondary Students (BPS) Survey (completion rates), 2001.	• Enhance the effectiveness of TRIO projects through (1) implementation of recommendations arising from the on-going evaluation of the programs and, (2) through more effective monitoring and dissemination of information regarding effective practices.
3. Taxpayers will have a positive return on investment in the federal student financial assistance programs.	3.1 **Employment rate.** Title IV recipients will maintain employment at rates at least equal to non-recipients. *BPS data suggest that employment rates of Title IV recipients and non-recipients are equal for both graduates and non-graduates.* 3.2 **Return on investment.** The benefits of the student aid programs, in terms of increased tax revenues, will continue to exceed their costs. *ED study found that for every dollar spent on borrowers to obtain two years of college, $2.19 was returned to the treasury for men and $1.24 for women. The comparable return to treasury for each dollar spent in obtaining four years of college was $5.86 for men and $2.65 for women.*	3.1 BPS, 1998 (employment of those attaining a certificate or associate degree) and Baccalaureate and Beyond (B&B), 2001 (employment of those attaining a bachelors degree) 3.2 Analysis of Census data by Office of the Under Secretary's Planning and Evaluation Service (PES), 1998.	• Continue to monitor trends regarding costs/benefits and lifetime earnings. • Carry out activities described above to increase persistence, degree attainment, and job placement which have direct impact on investment.

Office of Postsecondary Education (OPE): Office-Wide Performance Indicators			
Goal: To ensure access to postsecondary education.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
4. Ensure high quality program management by institutions.	4.1 **QA program participation rate.** Increase the number of institutions participating in the Quality Assurance Program to 200 by the year 2000. *Currently there are 130 institutions participating in the program.*	4.1 IPOS data, annual, 1997.	• See key strategies on following page regarding case management and risk analysis. Other strategies include:
	4.2 **Compliance rate.** The percentage of postsecondary institutional found to be in compliance with federal requirements will increase each year. *Calculated as the number of schools that have had no adverse action (fines, termination, etc.) taken against them compared to the number of schools monitored. A dollar rate based on student aid amounts awarded will also be calculated. Baseline to be determined by November 1998.*	4.2 Contractor and IPOS data; annual, 1998.	• Promote prevention-based Quality Assurance strategies. • Continue efforts to reduce regulatory burden, where appropriate. • Implement incentive-based approach to default prevention (Guaranty Agencies). • Continue to provide leadership in the community in support of the national priority for quality education.
	4.3 **Customer satisfaction.** Surveys of institutions will show satisfaction with OPE efforts to ensure increases in management flexibility and reduced burden. *Baseline to be determined by July 1998.*	4.3 OPE/PES customer survey, annual, 1998.	
5. Provide effective program management to ensure that programs are efficiently administered and are cost-effective.	5.1 **Application data quality**. The accuracy and integrity of data supplied by students to determine aid eligibility, will show continuous yearly improvements. *Baseline to be determined by July 1998.*	5.1 Central Processor System data, Quality Assurance Program statistics; annual, 1997.	• Continue Project EASI as well as shorter-term initiatives to increase use of electronic data transmission. • Pursue data matching with the IRS to improve data quality and reduce burden for Title IV applicants. • Continue Title IV-wide initiative to improve quality in data systems.
	5.2 **Timely delivery of the programs.** Continue to meet Master Calendar established rates. *Baseline is 100%.*	5.2 OPE program data; annual, 1997.	

Office of Postsecondary Education (OPE): Office-Wide Performance Indicators			
Goal: To ensure access to postsecondary education.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
	5.3 **Reduce cost of major student aid computer systems.** Per unit contract costs of operation and maintenance of the mission critical systems, including NSLDS, will decrease over time. *Baseline to be developed by July 1998.*	5.3 OPE program data; annual, 1997.	• Expand performance-based contracting. • Improve responsiveness to customers (e.g. grants reengineering) and regular measurement of customer satisfaction.
	5.4 **Effectiveness of case management targeting.** The effectiveness of Institutional Participation and Oversight Service (IPOS) targeting activities will show continuous improvement over baseline. *Effectiveness will be measured by the percentage of targeted schools that face adverse action within one year of targeting. A dollar rate will also be computed. Baseline to be determined by November, 1998.*	5.4 IPOS data (risk analysis system), annual, 1997.	• Implement Case Management team monitoring approach in the IPOS to improve school eligibility processes. • Complete testing of the Risk Analysis model by 09/30/97, modify model, as needed, and implement across IPOS. • Encourage improved accreditation processes as a means of eliminating poorly performing institutions from participation in the Title IV Programs.
	5.5 **Sustainment rate.** The rate at which adverse findings (e.g., audit liabilities, terminations, fines, program review liabilities) are sustained will show continuous improvement over baseline. *Calculated as the percentage of adverse findings upheld/sustained and as the percentage of the amount of fines/liabilities assessed to the amount imposed within one year. Baseline to be developed by November 1998.*	5.5 IPOS data, 1998, and annual; Postsecondary Education Participant System, 1998, and annual.	• Promote expanded performance measurement in the administration of the Title IV Programs to better assess and monitor institutional performance. • More aggressively monitor school and program cash management and accountability performance. • Integrate the multiple student aid databases based on student level records. • Use mutually agreed-upon industry standards for data exchanges to stabilize data requirements, improve data integrity, and reduce costly errors.

Office of Postsecondary Education (OPE): Office-Wide Performance Indicators			
Goal: To ensure access to postsecondary education.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
	5.6 **Institutional cash management.** Cash management ratios, such as 30-day reporting rates and disbursements to draw down rates, calculated for individual schools and the program as a whole will show the degree to which schools expend their funds according to regulation (e.g within three days of receipt). These ratios will improve over time. *Baseline to be developed by May, 1998.*	5.6 OPE Program data, quarterly, 1998.	
	5.7 **Increased use of electronic student aid applications.** The annual number of students and families submitting or renewing their federal student aid applications electronically will continue to increase each year, almost doubling to 3 million by October 2001.	5.7 OPE Program Data, 1997 and annual.	
	5.8 **System architecture for enhanced aid delivery.** By September 1998, ED will have a complete system architecture development and transition strategy for the delivery of federal student financial aid; implementing this design will improve customer service and increase control over federal costs.	5.8 OPE Data, 1998.	
	5.9 **Administrative cost**. On a per unit basis, administrative costs will be benchmarked against other comparable programs, e.g. Sallie Mae. *Baseline under development.*	5.9 OPE/Budget Service, annual, 1997.	

Office of Postsecondary Education (OPE): Office-Wide Performance Indicators			
Goal: To ensure access to postsecondary education.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
6. Ensure greater integrity in the National Student Loan Data System (NSLDS) and guarantor and lender reporting systems.	6.1 **Data quality.** Improvements will be realized in data quality including reliability of data provided by Guaranty Agencies (GAs) and institutions to the NSLDS and data reported by lenders and GAs for ED reporting systems. *All potential baselines for NSLDS data quality improved significantly during 1997. Edit failure rates decreased from 15.0 percent to 3.6 percent during the year. Percentage of accounts with current principal balances increased from 50.8% percent to 68.3%. Final* decisions on *baselines to be selected for data quality will be developed by July 1998.*	6.1 Analysis of NSLDS and other systems, ongoing (error rates will be compared with the "to be developed" baseline), 1998.	• An NSLDS data integrity plan is under development. Adherence to this plan is expected to increase data quality considerably. Also, the guaranty agencies have recently pledged their support by making their partnership with OPE in resolving NSLDS data problems a high priority.
7. Provide effective information to prospective students and their families about the true cost of obtaining a postsecondary education and the availability of student financial aid.	7.1 **Early understanding.** Increasing percentages of students from age 12 through high school and their parents will have an accurate assessment of the cost of attending college and the aid available for college by 2002. *Baseline to be developed by October 1998.* 7.2 **Understanding of student academic responsibilities.** The percentage of students from age 12 through high school who are aware of the academic requirements for college or postsecondary vocational enrollment will increase annually. *Baseline to be developed by October 1998.*	7.1 Polling data, annual, 1998. 7.2 Polling data, 1998, and annual.	• Develop partnerships with secondary and middle school counseling organizations, and expand efforts to develop outreach and early awareness materials that emphasize financial planning strategies, and relate postsecondary education costs to available aid. • Develop outreach program using public service announcements, visual media, and other means to increase student awareness among low-income and at-risk students. • Information on postsecondary educational costs and availability have been added to the OPE Home Page on the Internet.

Pell Grant Performance Measures — $7,594,000,000 (FY 99)			
Goal: To assist financially needy undergraduate students meet their postsecondary education costs.			
Objective	**Indicators**	**Source and Next Update**	**Strategies**
Recipients			
1. Provide continued access to low income strata students.	1.1 **Student income distribution.** Pell grant funds will continue to be targeted to those students with the greatest financial need. At least 75% of Pell Grant funds will go to students below 150% of poverty level. *Currently 76% of Pell Grant funds do so.*	1.1 Program data, annual, 1998.	• OPE will help to assure that the maximum Pell award is high enough so that the Pell Grant, along with other financial aid, will ensure access for all eligible recipients. In addition, we expect that our reauthorization proposals will address effective targeting.
2. Maintain a high level of recipient satisfaction.	2.1 **Overall satisfaction with Pell Grant Program**. Satisfaction will show continuous improvement over time. *Baseline measure will be established via initial survey.*	2.1 Office of Postsecondary Education (OPE)/Office of the Under Secretary's Planning and Evaluation Service (PES) student aid applicant survey, annual, 1998.	• Establish a "backup" processing system that will eliminate the possibility of any major delays in application processing. • Improved monitoring of the Central Processing System and Public Inquiry Contract to help assure reasonable turnaround time in application processing and better communications with recipients.
Institutions			
3. To streamline delivery of funds to institutions and return high quality data to the department.	3.1 **To continue to reduce the transaction turnaround time**. Decrease the current transaction turnaround time through implementation of the just-in- time delivery system. *Current turnaround is 7-10 days.*	3.1 Program data, annual, 1998.	• Publication of the "just-in-time" payment regulations will serve to streamline delivery of funds. • Elimination of the paper Financial Aid Transcripts as well as implementation of the "just-in-time" delivery system, should increase school satisfaction.
4. Maintain a high level of institutional satisfaction.	4.1 **Overall satisfaction with the Pell Grant Program.** Institutions have a high degree of satisfaction with the delivery of the program. *Initial survey will establish baseline satisfaction rate.*	4.1 Survey, annual, 1998.	

Pell Grant Performance Measures — $7,594,000,000 (FY 99)			
Goal: To assist financially needy undergraduate students meet their postsecondary education costs.			
Objective	**Indicators**	**Source and Next Update**	**Strategies**
Taxpayers			
5. Provide a program that is cost-effective for the taxpayer.	5.1 **Contractor performance.** All major deliverables will meet established quality standards and be produced on time and within cost. *Prototype contractor report is under development.*	5.1 Evaluation by GCS and COTR, monthly, 1998.	• Incorporation of performance based provisions in the major Pell contracts, as the procurements come up for recompetition, will make the program more cost-effective for the taxpayer.
6. Provide strong fiscal management of the program.	6.1 **Positive audits results, (no material internal control weaknesses for the Pell Grant Program).** No material internal control weaknesses identified in the Pell Grant portion of ED's Department-wide financial statement audit. *No material weaknesses were identified as a result of the most recent financial statement audit.*	6.1 Financial program audits, annual, 1998.	• Enhancements to data through our Data Quality Plan as well as increased automation of financial reporting through the EDCAPS system will improve the fiscal management of the program.

Campus-Based Programs — $1,649,000,000 (FY 99)			
Goal: To successfully manage the Campus-Based Programs in an efficient and cost-effective manner to help students and their parents meet postsecondary education costs.			
Objective	**Indicators**	**Source and Next Update**	**Strategies**
Students			
1. Maintain a high level of student satisfaction.	1.1 **Overall satisfaction with campus-based programs.** *Benchmark to be determined via initial survey.*	1.1 Office of Postsecondary Education (OPE)/ Office of the Under Secretary's Planning and Evaluation Service (PES) student aid applicants survey, annual, 1998.	• Students will be more satisfied due to the increased funding for Federal Work-Study and our efforts to align jobs better with academic and career goals. In addition we are strongly encouraging schools to make jobs available tutoring underprivileged children in their communities. We believe students will find this tutoring to be very rewarding.
Institutions - all Campus-Based programs			
2. Improve institutional utilization of campus-based program funds.	2.1 **Percent of funds available for reallocation.** Amount of funds available for reallocation will be maintained at current low level. *For 1995-96, reallocations ($12.5 million) represented about 1% of the funds allocated ($1.3 billion).*	2.1 OPE program data, annual, 1998.	• A workgroup has been formed which will be instructing schools on the appropriate expenditure of funding.
3. Maintain a high level of institutional satisfaction.	3.1 **Overall institutional satisfaction with the campus-based programs.** Exceed the overall satisfaction rate of 75%. *Baseline to be determined via initial survey.*	3.1 Performance report, annual, 1998 *Benchmark data to be established via survey OPE Customer Complaints*	• Elimination of paper Financial Aid Transcripts will make schools happier with our services. Also in FY 1998, we plan to make the FISAP available to schools in a windows environment.
Federal Work-Study (FWS) Program			
4. Improve the level of participation in community service under the FWS Program.	4.1 **Percent of program funds spent on community service.** Meet or exceed the current percent of expenditures used for community service, especially America Reads. *Preliminary level = 7.93%*	4.1 OPE program data, annual, 1998.	• As an incentive, schools using reading tutors are waived from having to provide their "match" to federal funds. • Assure timely disbursement of funds in support of America Reads.
5. Improve placement of FWS students in jobs related to academic/ career goals.	5.1 **Student placement rates.** Rates at which students are placed in related jobs will increase. *Baseline to be developed.*	5.1 National Center for Education Statistics (NCES) data, survey of institutions, annual, 1998.	• Our Job Locator and Development Program uses Federal Work/Study money to create jobs that are relevant for students.

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Campus-Based Programs — $1,649,000,000 (FY 99)			
Goal: To successfully manage the Campus-Based Programs in an efficient and cost-effective manner to help students and their parents meet postsecondary education costs.			
Objective	**Indicators**	**Source and Next Update**	**Strategies**
Federal Perkins loan program			
6. Improve the management of the Federal Perkins Loan Program portfolio.	6.1 **Cohort default rate**. Rate will decrease from current level. *For borrowers entering repayment during the 1993-94 award year and who were more than 240 days in default on June 30, 1995, the national cohort default rate is 10.75%. For the previous year, the rate was 11.42%.* 6.2 **Collection rate.** The program collection rate will continually increase over baseline. *Baseline to be developed.*	6.1 OPE program data, annual, 1998. 6.2 OPE program data, annual, 1998.	• Our Default Reduction Assistance Program serves to help schools in preventing defaults.
Taxpayers			
7. Provide a program that is cost-effective for the taxpayer.	7.1 **Contractor performance.** All major deliverables will meet established quality standards and be produced on time and within cost or budget. *Prototype contractor report is under development.*	7.1 Evaluation by ED's Grants and Contracts Service (GCS) and OPE's contract monitor, monthly, 1998.	• All Task Orders under the new Campus-Based Systems and Development Contract will be performance-based. The contract also contains an automated statistically driven quality control/quality assurance (QC/QA) subsystem. Also under EDCAPS, we are re-engineering the Campus-based accounting system which will promote the continued ability to reconcile Campus-based expenditures.
8. Provide strong fiscal management of the program.	8.1 **Positive audit results, i.e., no material weaknesses for the Campus-Based Programs.** No material internal control weaknesses will be identified in the Campus-Based Programs' portion of ED's Department-wide financial statement audit. *No material weaknesses were identified in the FY 1995 Department-wide financial statement audit.*	8.1 Financial program audits, annual, 1998.	• As indicated above, the improved campus-based accounting system will result in improved fiscal management.

State Student Incentive Grant (SSIG) Program — $0 (FY 99)			
Goal: To provide increased access to postsecondary education for low-income students.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
1. Eligible low- and middle-income students will have the same access to postsecondary education as high-income students.	1.1 **Student income distribution.** SSIG Program funds will continue to be targeted to those students with the greatest financial need. At least 70% of SSIG Program funds will go to students having income of $20,000 or less. *Currently 72% of SSIG Program funds go to students having income of $20,000 or less.*	1.1 Performance report data, annual, 1998.	• Ensure that state student eligibility systems target grants to neediest students. • Closely monitor state matching.
	1.2 **Availability of program funds.** SSIG federal funds will be accurately allocated to states and state matching will be monitored to ensure funds are available to eligible students. *Currently, all states participating in SSIG meet or exceed the required state match.*	1.2 Performance report data, annual, 1998.	
	1.3 **Leveraging effects.** SSIG federal incentive funds will leverage increasing amounts of state grant monies. *(Baseline to be developed.)*	1.3 Performance report data, annual, 1998.	

Federal Family Education Loan Program (FFEL) — $1,764,317,000 (FY 99)			
Goal: To successfully deliver and manage the FFEL Program in an efficient and cost-effective manner to help students and their parents meet postsecondary education costs.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
Borrowers			
1. Undertake initiatives to keep default rate at a minimum.	1.1 **Program default rate.** The FFEL cohort default rate, the percentage of borrowers leaving school who default within two years, will decline to a level of 10% or less by 2002 (rate to be compared to other similar government and consumer). *For FY 1990 - 1995, the rates were 22.4%, 17.8%, 15.0%,. 11.6%, and 10.7%, and 10.4% respectively, dropping by more than 53% over the five year period.*	1.1 Office of Postsecondary Education (OPE) data, annual, 1998.	• Make it economically attractive for lenders and guaranty agencies to prevent defaults. (HEA reauthorization proposal). • Hold schools liable for loan costs if a cohort default rate appeal is unsuccessful, thus discouraging frivolous appeals and removing high default rate schools more quickly. • Encouraging the use of flexible repayment options to reduce delinquencies and defaults. • Disseminate information to students on the cost of defaulting.
2. Help students to manage debt burden.	2.1 **Debt burden.** The percentage of students with student loan debt repayments exceeding 10% of their income will remain stable or decline over time. *Among 1992-1993 bachelor's degree recipients making loan payments, 29% had required payments that were more than 10% of their income. (Analysis of 1994 Baccalaureate and Beyond Study)* 2.2 **Cost of flexible repayment.** Impact will be budget neutral.	2.1 Baccalaureate and Beyond Study, 2001. (Efforts are also underway to develop an annual measure of debt burden). 2.2 Office of the Under Secretary's budget service, annual 1998.	• Monitor debt burden and default rates to assess the costs and benefits of flexible repayment options. • Work to lower the in-school interest rate, reduce loan origination fees, and reduce allowable frequency of capitalization of interest by lenders. • Allow borrowers who are consolidating subsidized loans into the FFEL Consolidation Program to keep the interest subsidy benefit. • Provide electronic exit counseling to assure graduating students will understand repayment obligations and be able to manage their debt burden.

Federal Family Education Loan Program (FFEL) — $1,764,317,000 (FY 99)			
Goal: To successfully deliver and manage the FFEL Program in an efficient and cost-effective manner to help students and their parents meet postsecondary education costs.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
3. Maintain a high level of borrower satisfaction.	3.1 **Overall satisfaction with the FFEL Program.** FFEL borrower satisfaction will continue to improve until at least a 90% level is achieved. *One measure of satisfaction with the loan process - "overall level of ease in obtaining a loan" - shows that 84% of FFEL student borrowers found the process to be somewhat or very easy. Satisfaction measures related to borrowers in repayment are currently being collected.*	3.1 Program evaluation, Macro, Inc., 1997.	• Reduce loan processing time by use of a multi-year promissory note. • Competition with Direct Loans will lead to service improvements by lenders and guaranty agencies. • Expansion of the "common line" electronic application process will reduce borrower burden and application turnaround time.
Schools, lenders, guaranty agencies			
4. Ensure access to loans.	4.1 **Continued access to FFEL loans.** No eligible student will be denied access to a loan. *Based on monitoring of borrower complaints, we are not aware of any major current problems with eligible student access to loans.*	4.1 Borrower complaint data (GLOS), ongoing, 1998.	• Strengthen lenders of last resort to assure no significant access problems will develop. (HEA reauthorization proposal). • Consult with the community and take quick action to resolve any access problems that may arise.
5. Maintain a high level of school satisfaction.	5.1 **Overall satisfaction with the FFEL Program.** Level of satisfaction will meet or exceed the level of school satisfaction measured last year. *In award year 1995-96, 79% of FFEL schools reported they were satisfied with the program.*	5.1 Program evaluation, Macro, 1997.	• Enhancements to NSLDS and elimination of the Financial Aid Transcripts will improve schools' ability to access borrower records and reduce burden. • Ease institutional burden through the use of a multi-year promissory note and by requiring a single loan proration formula and eliminating proration requirements for programs of study longer than two years. (HEA reauthorization proposal)

Federal Family Education Loan Program (FFEL) — $1,764,317,000 (FY 99)			
Goal: To successfully deliver and manage the FFEL Program in an efficient and cost-effective manner to help students and their parents meet postsecondary education costs.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
Effective program management			
6. Provide a program that is cost-effective for the taxpayer.	6.1 **Gross default rate.** Projects future defaults over the life a loan cohort. *The rates, for the FY '92-'96 cohorts are currently estimated at 32.4%, 27.5%, 23.4%, 21.1%, and 20% respectively.*	6.1 Office of the Under Secretary, Budget Service, annual, 1997.	• Closely monitor the gross default and loss rates while striving toward continuous improvement. Any adverse trends will be carefully analyzed for development of appropriate management corrective action.
	6.2 **Loss rate**. Projects the overall rate of the Department's liability for a cohort of defaulted loans after taking into account collections on defaulted loans. *The rates for the FY '92-'96 cohorts are currently estimated at 8%, 5.2%, 3.5%, 2.6%, and 2.1% respectively.*	6.2 Budget Service, annual, 1997.	• Implement incentive-based approach to default prevention, as stated under the first "Borrower" objective. To minimize the loss on defaults, seek to (1) access data on employment from the states, (2) insure that states offset their employees salaries upon ED's request, (3) access data from state licensing agencies, and, (4) access to information from all federal agencies for purposes of debt collection.
	6.3 **Annual delinquency rate.** Measures the dollar amount of loans "past due" as a percentage of dollars in repayment. This rate will remain level or decrease each year (to be measured by a floating three year average). *Baseline to be determined by June 1998.*	6.3 OPE data, annual, 1997.	
	6.4 **Annual collection rate.** Measures annual net default dollars collected divided by dollars in default. This rate will increase each year until reaching 10 percent. *This rate, as of 9/30/97, is 8.6%, reflecting total collections of over $2.1 billion compared to total amount owed of nearly $24.5 billion.*	6.4 OPE data, quarterly, 1997.	• Expand performance-based contracting. • Seek authority to eliminate bankruptcy as an option for discharging student loans in order to save government resources and provide for more equitable treatment of borrowers. • Seek to extend the period for reporting negative credit information from the currently allowable seven years to until the loan is paid in full.
	6.5 **Contractor performance.** All major deliverables will be produced on time, within cost or budget, and meet an independent assessment of quality. *Prototype contractor report is under development.*	6.5 Evaluation by contract monitor, monthly (exceptions reporting on deliverables and dollars expended), 1997.	• Seek authority to compute lender special allowance on an annual basis instead of the current quarterly basis and for the direct collection of lender fees.

Federal Family Education Loan Program (FFEL) — $1,764,317,000 (FY 99)			
Goal: **To successfully deliver and manage the FFEL Program in an efficient and cost-effective manner to help students and their parents meet postsecondary education costs.**			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
7. Continue to provide strong fiscal management of the program.	7.1 **FFEL financial statements.** No material internal control weaknesses will be identified for FFEL in ED's department-wide financial statement audit (fault free audit). *Three material internal control weaknesses were cited in the FFEL portion of ED's 1995 department-wide financial statement audit.*	7.1 Financial statement audits, annual, 1997.	• Work with ED's Office of the Inspector General (OIG) to assure that all audits, including third party audits, are conducted in accordance with auditing standards. • Work with OIG and OMB to refine audit guidance so that program specific information can be obtained This will enhance our ability to monitor program funds and assets and will improve ED's financial statement.
	7.2 **Lender and guaranty agency audit results.** The percent of lenders and guaranty agencies that are found to be in compliance in all significant program areas will approach 100%. *Baseline will be development by May, 1998.*	7.2 Lender and guaranty agency audits, annual, 1997.	
	7.3 **Strengthening quality of audits.** Assessments of guaranty agency and lender audits will show steadily improved quality over time. *Baseline will be developed by May, 1998.*	7.3 OIG, ongoing, 1997.	

Federal Direct Student Loans Program — $525,484,000 (FY 99)

Goal: To successfully deliver and manage the Direct Loan Program in an efficient and cost-effective manner to help students and their parents meet postsecondary education costs.

Objective	Indicators	Source and Next Update	Strategies
Borrowers			
1. Undertake initiatives to keep default rate at a minimum.	1.1 **Program default rate.** The Direct Loan Program cohort default rate, the percentage of borrowers leaving school who default within two years, will remain at a level of 10% or less through 2002. (Rate will be compared to other similar government and consumer loans.) *The FY 1995 cohort default rate for direct loans was 3.8%. This was the first year a rate was measured for the program as the repayment portfolio had previously been too young and not reflective of total population in a mature portfolio.*	1.1 Office of Postsecondary Education (OPE) data, annual, beginning in 1998.	• Use performance-based incentives and disincentives in the servicing contract to help reduce the number of delinquent loans and the number of loans that default. • Hold schools liable for loan costs if a cohort default rate appeal is unsuccessful, thus discouraging frivolous appeals and removing high default rate schools more quickly. • Encouraging the use of income-contingent and other flexible repayment options to reduce delinquencies and defaults. • Disseminating information to students on the cost of defaulting.
2. Help students to manage debt burden.	2.1 **Debt burden.** The percentage of students with student loan debt repayments exceeding 10% of their monthly income will remain stable or decline over time. *Among 1992-1993 bachelor's degree recipients making loan payments, 29% had required payments that were 10% or more of their income. (Analysis of 1994 Baccalaureate and Beyond Study)* 2.2 **Cost of flexible repayment.** Impact will be budget neutral. *Flexible repayment, under current credit reform accounting rules, are currently projected to show a cost savings.*	2.1 Baccalaureate and Beyond Study, 2001. (Efforts are also underway to develop an annual measure of debt burden). 2.2 Office of the Under Secretary's budget service, 1998, and annual.	• Monitor debt burden and default rates to assess the costs and benefits of flexible repayment options. • Work to implement proposals to lower the in-school interest rate and reduce loan origination fees. • Provide electronic exit counseling to assure graduating students will understand repayment obligations and be able to manage their debt burden.

Federal Direct Student Loans Program — $525,484,000 (FY 99)			
Goal: **To successfully deliver and manage the Direct Loan Program in an efficient and cost-effective manner to help students and their parents meet postsecondary education costs.**			
Objective	**Indicators**	**Source and Next Update**	**Strategies**
Schools			
3. Maintain a high level of borrower satisfaction.	3.1 **Borrowers' overall satisfaction with Direct Loan Program.** Direct Loan borrower satisfaction will increase until a rate of at least 90% is achieved. *One measure of satisfaction with the direct loan program—"overall level of ease in obtaining a loan"—shows that 85% of direct loan student borrowers found the process to be somewhat or very easy. Satisfaction measures related to borrowers in repayment are currently being collected.*	3.1 Macro, Inc., program evaluation, 1997.	• Assure the smooth running of the Direct Loan origination and servicing contracts. • Reduce loan processing time by use of a multi-year promissory note. • Develop Direct Plus Loan Repayment Book to address the specific needs of parent borrowers. • Allow borrowers to review and submit changes to their loan information with the Direct Loan Servicer via the Internet.
4. Streamline loan consolidation process.	4.1 **Time taken for consolidation process.** During 1998, the length of time to fully complete a loan consolidation application will average no more than 60-90 days. 4.2 **Borrower satisfaction with consolidation.** Future surveys of borrowers will show that an increasing percentage of applicants for loan consolidation are highly satisfied with the timeliness and accuracy of the loan consolidation process.	4.1 OPE data, annual. 4.2 Customer Satisfaction Surveys, annual beginning in 1998.	• Assure the smooth running of the loan consolidation contract by providing incentives to consolidate loans accurately within an industry-wide accepted time frame. • Improve the loan verification process. • Work toward electronic payment to holders of loans being consolidated. A pilot project with Sallie Mae has begun where payment by check has been replaced with electronic payment.
5. Maintain a high level of school satisfaction.	5.1 **Institutional participation rate.** The institutional Direct Loan participation rate will continue to increase each year. *Current direct loan participation rate is about 35%.*	5.1 OPE Program data, annual, 1998.	• Maintain a commitment to enhanced program delivery through integrated processes and systems that are responsive to customer needs.

Federal Direct Student Loans Program — $525,484,000 (FY 99)			
Goal: To successfully deliver and manage the Direct Loan Program in an efficient and cost-effective manner to help students and their parents meet postsecondary education costs.			
Objective	**Indicators**	**Source and Next Update**	**Strategies**
	5.2 **Schools' overall satisfaction with the Direct Loan Program.** Level of satisfaction will meet or exceed the level of school satisfaction measured last year. (Will track as a 3-year average.) *In award year 1995-96, 83% of Direct Loan institutions reported satisfaction with the program.*	5.2 Macro, Inc. program evaluation, 1997.	• Enhancements to NSLDS and elimination of the Financial Aid Transcripts will improve schools' ability to access borrower records and reduce burden. • Ease institutional burden through the use of a multi-year promissory note and by requiring a single loan proration formula and eliminating proration requirements for programs of study longer than two years. (HEA reauthorization proposal)
6. Provide a program that is cost-effective for the taxpayer.	6.1 **Gross default rate.** Projects future defaults over the life a loan cohort. *The rates for the FY '94-'96 cohorts are currently estimated at 19.2%, 19.7%, and 21%, respectively.* Note: the upward trend in projected rates here (and in loss rates below) is largely a result in a shift in the mix of participating schools. Since the program's initial year, many more proprietary and other higher default rate schools have joined the program. These rate increases were not unexpected. 6.2 **Loss rate**. Projects the overall rate of the Department's liability for a cohort of defaulted loans after taking into account collections on defaulted loans. *The rates for the FY '94-'96 cohorts are currently estimated at 6.7%, 6.5%, and 7%, respectively*	6.1 Budget Service, annual, 1997. 6.2 Budget Service, annual, 1997.	• Closely monitor the gross default and loss rates while striving toward continuous improvement. Any adverse trends will be carefully analyzed for development of appropriate management corrective action. • Expand performance-based contracting. • Seek authority to eliminate bankruptcy as an option for discharging student loans in order to save government resources and provide for more equitable treatment of borrowers. • Seek to extend the period for reporting negative credit information from the currently allowable seven years to until the loan is paid in full.

Federal Direct Student Loans Program — $525,484,000 (FY 99)			
Goal: To successfully deliver and manage the Direct Loan Program in an efficient and cost-effective manner to help students and their parents meet postsecondary education costs.			
Objective	**Indicators**	**Source and Next Update**	**Strategies**
	6.3 **Annual delinquency rate.** Measures the dollar amount of loans "past due" as a percentage of dollars in repayment. Upon sufficient maturity of the Direct Loan repayment portfolio (estimated to be beginning in 2001), this rate will remain level or decrease each year (to be measured by a floating three year average rate). Until then, the FFEL delinquency rate will be a ceiling for Direct Loans. *Baseline to be developed by June 1998.*	6.3 OPE data, annual, 1997.	• To minimize the loss on defaults, seek to (1) access data on employment from the states, (2) insure that states offset their employees salaries upon ED's request, (3) access data from state licensing agencies, and, (4) access to information from all federal agencies for purposes of debt collection.
	6.4 **Annual collection rate.** Measures annual net default dollars collected divided by dollars in default. This rate will increase each year until reaching 10 percent. *The annual collection rate as of 09/30/97 is about 1 percent. However, the portfolio will not reach sufficient maturity for the rate to be meaningful for the next few years.*	6.4 OPE data, annual, 1997.	
	6.5 **Contractor performance.** All major deliverables will be produced on time, within budget, and meet an independent assessment of quality. *Prototype contractor report is under development.*	6.5 Evaluation by contract monitoring staff, monthly (exceptions reporting on deliverables and dollars), 1997.	
7. Continue to provide strong fiscal management of the program.	7.1 **Positive audit findings.** No material internal control weaknesses will be identified for the Direct Loan Program in ED's Department-wide financial statement audit. *No material internal control weaknesses were identified in 1995 audit.*	7.1 Financial program audits, 1997.	• Assure system design supports the accurate and timely reporting of direct loan financial transactions with emphasis on systems coordination and maintenance of audit trails.

Higher Education

Aid for Institutional Development - Title III (HEA) — $260,000,000 (FY 99)			
Goal: To increase self sufficiency and strengthen capacity of participating institutions.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
Program Improvement Objectives			
Title III - Part A (Strengthening Institutions), Part B (Strengthening Historically Black Colleges and Universities and Strengthening Historically Black Graduate Institutions), Part D (Hispanic Serving Institutions), and Part E (Tribal Colleges and Universities)			
1. Improve academic quality of participating institutions.	1.1 **Faculty development. 1.1a** Percentage of faculty with terminal degrees will increase. *Baseline to be developed.* **1.1b** Increased numbers of faculty will introduce technology into their academic instruction. *Baseline to be developed.*	1.1 Annual performance reports; final performance reports; external evaluations; comprehensive development plans; peer recognition award-all, 1997.	• Data obtained from performance reports along with measurable goals and objectives included in comprehensive development plan will enable OPE to gain insight into institutional strategies that are most effective in fostering academic skill development and persistence.
	1.2 **Transfer, persistence, and graduation rates. 1.2a** Student transfer rates from two-year to four year colleges, will increase each year (not applicable to Part B Historically Black Graduate Institutions). **1.2b** Student persistence rates will increase each year (not applicable to Part B Historically Black Graduate institutions). **1.2c** Student graduation rates will increase each year.	1.2 Annual performance reports; final performance reports; external evaluations; comprehensive development plans; accreditation reports-all, 1997.	• OPE staff will disseminate information to the community on effective practices and strategies for persistence and academic skill development.
	1.3 **Learning Labs/Academic skills centers.** Participating students will show gains in literacy, communication ability, math and critical thinking (not applicable to Part B Historically Black Graduate Institutions). *Baseline to be developed.*	1.3 Annual performance reports; final performance reports; comprehensive development plans-all, 1997.	
2. Improve fiscal stability of participating institutions.	2.1 **Development office**. Percentage of funded development offices that show increase in revenues over prior year will increase. *Baseline to be developed.*	2.1 Annual performance reports; final performance reports; external evaluations; comprehensive development plans-all, 1997.	• Improved fund raising strategies, including improved corporate solicitation campaigns and alumni events and giving programs will strengthen fiscal stability.

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Aid for Institutional Development - Title III (HEA) — $260,000,000 (FY 99)			
Goal: To increase self sufficiency and strengthen capacity of participating institutions.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
	2.2 **Endowment funds.** **2.2a** Percentage of institutions having an endowment fund will increase each year. **2.2b** Total dollar amount of endowments will increase each year.	2.2 Grantee final reports, 9/30/97; First performance report, 12/30/97; National Workshop, 1997; Periodic Updates.	• Increased investment in the technological improvement of the institution's administration of funds made available to students under Title IV of the Higher Education Act of 1965.
	2.3 **Funds administration.** After implementation, the administration of funds, using technology, made available to students under Title IV of the Higher Education Act of 1965, will increase each year.	2.3 Comprehensive development plans, annual performance reports, final reports-all, 1997 Ed/IPOS Reports, 1997.	
3. Improve institutional management of participating institutions.	3.1 **Management Information and Academic Delivery Systems**. **3.1a** After implementation, grantees will demonstrate a reduction in time for registering students; **3.1b** Number of students referred for special assistance (e.g. counseling and tutoring) will increase each year; **3.1c** Percentage of faculty using Internet for course planning and, **3.1d** Percentage of students using Internet for studies and research will increase; **3.1e** Integration of automated systems will occur in a greater number of institutions each year. *Baselines to be developed.*	3.1 Annual performance reports; Comprehensive development plans; final reports-all, 1997.	• Improved decision-making in the areas of budgeting, resource management, strategic planning, student recruitment and admissions, course scheduling, and academic program will result in better recruitment and higher enrollments.
	3.2 **Audit Findings.** A decrease in the number of negative audit findings.	3.2 Ed/IPOS Reports, 1997 and annual.	
4. Improve technological capabilities of participating institutions	4.1 **Faculty, professional staff, and student to computer ratio.** The ratio of faculty (4.1a), professional staff (4.1b), and student (4.1c) to computers on campus will decrease. *Baseline to be developed once implemented.*	4.1 Comprehensive development plans, annual performance reports, final reports-all, 1997.	• Increased investment in the technological improvement of the institution's administration of funds made available to students under Title IV of the Higher Education Act of 1965.

Aid for Institutional Development - Title III (HEA) — $260,000,000 (FY 99)			
Goal: To increase self sufficiency and strengthen capacity of participating institutions.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
	4.2 **Percentage of faculty, professional staff, and students with Internet access.** The percentage of faculty (4.2a), professional staff (4.2b), and students (4.2c) with Internet access will increase. 4.3 **Campus offices connected to intranet or local area network.** The percentage of administrative offices connected to an intranet or local area network will increase.	4.2 Comprehensive development plans, annual performance reports, final reports-all, 1997. 4.3 Comprehensive development plans, annual performance reports, final reports-all, 1997.	
5. Support strengthening physical plant (Objective for Part B-Historically Black Colleges and Universities, only).	5.1 **Improved Physical Plants.** Number of instructional facilities renovated will increase each year; Number of deferred maintenance projects will decrease *Baseline to be developed.*	5.1 Comprehensive Development Plans; Annual performance reports; Accreditation Reports; Other Federal Agencies; IPEDS, all 1997.	• Provide technical assistance on sources of funding for renovation and construction as well as requirements for the use of Title III funds.
6. Strengthen graduate and professional education (Objective for Part B-Historically Black Graduate Institutions, only).	6.1 **Minority under representation.** The number of African American students who obtain advanced degrees in graduation in fields in which African Americans are under-represented will increase each year. *Baseline to be developed.*	6.1 Final performance reports; Annual performance reports; External evaluation reports; Comprehensive development plans-all, 1997.	• Provide technical assistance via workshops, onsite visits, and conference calls. Workshops will be conducted on specific topics and provided on a regional, statewide, and national basis. • Feedback will be enhanced by increased site visits by program staff; regularly scheduled telecommunications by program staff and program updates.. • Networking opportunities for grantees will be provided through workshops and meetings.

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Aid for Institutional Development - Title III (HEA) — $260,000,000 (FY 99)			
Goal: To increase self sufficiency and strengthen capacity of participating institutions.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
			• Redesigned performance reports (some still to be cleared by OMB) will allow OPE staff to better measure the success of funded projects in meeting the goals of Title III. OPE staff will use the data to provide better feedback to grantees on the quality and effectiveness of funded projects.
Program: Title III Part C - Capital Financing Program			
Goal: To strengthen the ability of HBCU's to access low cost capital			
1. To provide low cost capital to HBCU's to finance the repair, renovation, construction, or acquisition of a capital project.	1.1 **Number of inquiries.** The number of inquiries received by the designated bonding authority (DBA) will increase each year. *Baseline to be developed.* 1.2 **Number of applications.** The number of applications received by will increase each year. *Baseline to be developed.* 1.3 **Number of loans made**. The number of applications received will increase each year. *Baseline to be developed.*	1.1 Monthly and annual updates from DBA, 1998. 1.2 Monthly and annual updates from DBA, 1998. 1.3 Program's annual report, 1998.	• A marketing plan will be developed to increase the HBCUs' access to information and data regarding the program. The plan will also address publicizing the program to increase participation. Also, the DBA and Department staff will increase their participation at workshops and meetings where HBCUs are represented. A web site for the program will be created in 1997.
2. To improve service delivery and customer satisfaction for the HBCU Capital Financing Program.	2.1 **Streamlined loan process.** The time from receipt of applications to the closing of the loan will be reduced. *Baseline to be developed.* 2.2 **Customer satisfaction.** Customer evaluation data will indicate improved satisfaction with service delivery. *Baseline will be developed from 1997 survey of institutions seeking services.*	2.1 Records of loans processed each year, 1998. 2.2 Records of institutions requesting assistance in 1997.	• OPE and DBA will review the capital loan process and determine how it can be streamlined to better serve our customers. This strategy is consistent with an OPE initiative to reduce burden, streamline the Department's processes, and increase customer satisfaction.
3. Loan recipients will fulfill repayment terms of objective.	3.1 **Repayments.** Loan repayments will be made on a timely basis. *Baseline to be developed.*	3.1 Exceptions reporting from DBA, ongoing.	• Marketing plan and workshops will stress the importance of timely repayment.

Aid for Institutional Development - Title III (HEA) — $260,000,000 (FY 99)			
Goal: To increase self sufficiency and strengthen capacity of participating institutions.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
Program: Title 3 Part F- Minority Science Improvement Program			
Goal: To effect long-range improvement in science and engineering at predominantly minority education institutions.			
1. Improve the participation and completion rates of minority students at grantee institutions in science and engineering through pre-college activities and undergraduate education.	1.1 **Postsecondary enrollment/completion in science and engineering.** Pre-college program and undergraduate participants who enter and complete undergraduate programs in science or engineering will complete at higher rates compared to program baseline. *Baseline to be developed.*	1.1 Program funding history; annual performance reports; IPEDS, 1997; On-line computer database inventory (to be organized and completed), 1998.	• Continue to emphasize the importance of pre-college programs. Encourage grantees to involve parents through orientation and other project activities designed to include them. Stress the importance of preparation for careers in the sciences and create an awareness of special opportunities for majority students who persist in these fields.
2. Increase the participation of under- represented ethnic minorities in scientific and technological careers.	2.1 **Employment in technological careers.** The percent of graduates of MSIP Institutions gaining employment in technological careers will increase each year. *Baseline to be developed.*	2.1 Annual Performance report, 1998.	• Identify and disseminate information to minority institutions on financial and academic resources designed to strengthen postsecondary science and engineering programs.
Management improvement objectives			
1. Improve service delivery and customer satisfaction for program grantees.	1.1 **Burden Reduction for Applicants and Grantees**. National and regional technical assistance workshop evaluation data, to be collected through formal workshop evaluations, will indicate whether new program regulations and redesigned application packages reduced burden. *Baseline (to be developed) will assess applicant and grantee burden by overall feedback on time and effort required to understand regulations and to complete application packages.*	1.1 National and regional workshop evaluation data, 1997, ongoing.	• Continue a number of initiatives to better serve customers, including streamlining the grants award process, developing new program regulations and application packages to reduce burden and increase accountability, and providing increased access to information.

Aid for Institutional Development - Title III (HEA) — $260,000,000 (FY 99)			
Goal: To increase self sufficiency and strengthen capacity of participating institutions.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
	1.2 **Streamlined Discretionary Grant Award Process.** The time from receipt of applications to award to grantees will be reduced. The current baseline of approximately seven months from application receipt to grant award will be reduced to approximately five months, by the end of FY 1998.	1.2 Record of application (Application Control) and record of grant award, 1997, annual.	
	1.3 **Customer Satisfaction**. Customer evaluation data will indicate improved satisfaction with response to information requests, and the usefulness of the information received. *Baseline to be developed from first FY97 technical assistance workshops and national workshops.*	1.3 Workshop surveys, 1998; planned HEP customer satisfaction survey, to begin by December, 1997.	
2. Increase communication and information dissemination to program grantees.	2.1 **Public/Client Access to Information**. Number of customer requests for Title III Information will increase each year. *Baseline to be developed.*	2.1 Number of customer inquiries: program office, WWW hits, 1997; HEP customer assistance line, planned for 1998.	• Establish a formal mechanism for exchange of information with Title III related associations. • Seek out effective uses of the Internet, electronic mail, and other communication avenues.
	2.2 **Increased Participation in Technical Assistance Workshops.** Number of workshop participants will increase each year. *Baseline from FY96 workshops is about 925 attendees.*	2.2 Internal workshop schedules; Special technical assistance workshops held annually in competitive years, 1998.	• Increase the number of technical assistance workshops.
3. Improve program effectiveness and extend the impact of the program beyond the funded projects.	3.1 **Institutional Utilization of Effective Practices.** Increased utilization of effective practices by Title III institutions applying for eligibility. *Baseline data to be developed.*	3.1 Technical assistance workshops, 1998; internal documents, 1997; site visits, 1997; performance documents, 1997; data from grantees, 1997.	• Continue a number of initiatives to improve program effectiveness and dissemination of information on effective practices, including implementing improvements in project management and service delivery. • Track the number of requests for information.

Aid for Institutional Development - Title III (HEA) — $260,000,000 (FY 99)			
Goal: To increase self sufficiency and strengthen capacity of participating institutions.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
	3.2 **Information Requests.** Requests for information on effective practices will increase. *Historically, very few, if any, requests for best practices have been received.*	3.2 Monthly logs, planned for 1997, and ongoing.	• Find out for the first time about the degree of customer satisfaction with the quality and usefulness of the Title III information and training from the Higher Education Program customer survey planned to begin by the end of 1997. • Prepare and disseminate a brochure of project abstracts to institutions seeking Title III eligibility.

Fund for the Improvement of Postsecondary Education — $22,500,000 (FY 99)			
Goal: To improve postsecondary education by making grants to institutions in support of reform and innovation.			
Policy Objectives	**Indicators**	**Source and Next Update**	**Strategies**
1. Enable advancements in institutional performance and the quality of teaching.	1.1 **Number of Reforms.** Number of innovative educational reforms tested and implemented will increase. *Currently, 84% of completed FIPSE projects score "A" = 21%, "B"= 39%, or "C" in overall quality. 86% of projects report that, "The FIPSE project offered an opportunity for testing ideas that would not have been provided without FIPSE support."*	1.1 Final Report Score Card, August 1998; E-mail survey of FY 1990-1998 grantees, 1998.	• Innovative educational reforms that improve institutional performance and the quality of teaching will be highlighted as a major guideline priority for the Comprehensive Program. • Support innovative strategies for increasing institutional performance and the quality of teaching and disseminate successful programs nationally.
	1.2 **Number of qualifying projects.** Number of completed projects that qualify as national dissemination models will increase over previous years. *Currently 31 projects qualify for Lessons Learned from FIPSE Projects III*	1.2 Lessons Learned data, August 1998.	
	1.3 **Number of national awards.** Number and variety of national awards to FIPSE projects will increase over previous years. *Currently 15 FIPSE projects received national awards for excellence.*	1.3 Final Report Score Card, October 1997. FIPSE Program Book 1997 information.	
	1.4 **Replication of projects.** Number of projects that are adapted in full or in part, or whose materials are used by other institutions will increase over previous years. *Currently, 85% of FIPSE grantees report full or partial project replication. 33% report adaptations at 20 or more sites.*	1.4 Final Reprort Score Card, August 1998; Performance Report Score Card, August 1998; E-mail Survey of 1990-1998 grantees, May 1998.	
2. Increase participation and completion rates of students in postsecondary education.	2.1 **Student completion rate.** Participants in FIPSE persistence-related projects will complete postsecondary education at higher rates than previous years. *Currently, for retention projects, 48% report larger numbers of students persisting and/or completing degrees.*	2.1 E-mail survey of 1990-1998 grantees, May 1998; Final Report Score Card, October 1997.	• Participation and program completion will be highlighted as a major guideline priority of the Comprehensive Project. Continue to support innovative strategies for increasing program completion and disseminate successful programs nationally.

Fund for the Improvement of Postsecondary Education — $22,500,000 (FY 99)			
Goal: To improve postsecondary education by making grants to institutions in support of reform and innovation.			
Policy Objectives	**Indicators**	**Source and Next Update**	**Strategies**
3. Encourage international cooperation, student exchanges and partnerships among higher education institutions and other organizations.	3.1 **Creation of alliances and consortia**. Increase the number of alliances and consortia established among higher education institutions and other organizations over previous years. *Currently, 50 alliances established.*	3.1 1997 US/EC and Trilateral Consortia data. Final Report Score Card, 1998. Outside Evaluation, 1998.	• Negotiate for the development of innovative international cooperation, student exchange, and partnership models with other countries. • Evaluate current international collaborative grant programs in order to analyze and improve the current models.
	3.2 **Enhanced student mobility.** Increase promotion of the US, the EC and NAFTA partner countries' mutual recognition and portability of credits, tuition reciprocity, and the exploration of joint curricula. *Currently, among FIPSE international projects, 43% have developed credit portability, 38% have tuition reciprocity, and 19% have developed joint curricula.*	3.2 Final Report Score Card, October 1998/99; Outside Evaluation, 1998.	
4. Prepare students for work in new international contexts.	4.1 **Improved cultural knowledge.** Participants in FIPSE's international projects will improve their knowledge of other cultures and institutions and increase their level of foreign language proficiency after completion of FIPSE's NAFTA or US/EC programs. *Baseline to be established.*	4.1 Final Report Score Card, October 1998/99; Outside Evaluation, 1998.	• FIPSE will support a broad scope of programs that encourage student preparation for work in international contexts.
	4.2 **Work placements.** Number of participants involved in international work placements will increase over previous years. *Baseline to be established.*	4.2 Final Report Score Card, October 1998/99; Outside Evaluation, 1998.	
	4.3 **Multinational curriculum.** Number of curricular programs designed to develop knowledge and skills required for work in a multinational setting will increase. *Currently, 40% of projects have developed new curricular --not necessarily joint curricular-- programs.*	4.3 Final Report Score Card, October 1998/99; Outside Evaluation, 1998; NAFTA project director survey, 1997.	

Fund for the Improvement of Postsecondary Education — $22,500,000 (FY 99)			
Goal: To improve postsecondary education by making grants to institutions in support of reform and innovation.			
Policy Objectives	**Indicators**	**Source and Next Update**	**Strategies**
5. Maintain or increase FIPSE programs' effectiveness through dissemination and adaptation.	5.1 **Projects' dissemination activities beyond own campus**. Meet or exceed dissemination activity level of 92%. *Currently, 92% of FIPSE projects promote improvement activities beyond own project.*	5.1 Project director survey at annual meeting, November 1997; staff report of Dissemination Program, January 1998; External report on Dissemination Program, January 1998.	• The FIPSE Program Book and "Lessons learned" will be widely disseminated via the World Wide Web.
	5.2 **Project adaptations**. Numbers of full or partial project adaptations at other sites will be maintained or increased beyond current level. *Currently, 85%.*	5.2 E-mail survey of 1990-1998 grantees, May, 1998; Final Report Score Card, October 1997, Project research for Lessons Learned series (June 1999).	
6. Institutionalization of FIPSE programs.	6.1 **Projects sustained**. Number of projects sustained at least two years beyond federal funding will be maintained or increased beyond current level. *Has increased over 1990 report from 70% to 78%.*	6.1 E-mail survey of 1990-1998 grantees, May 1998; Final Report Score Card, October 1997; Project research for Lessons Learned series, June, 1999.	• Staff will scrutinize institutionalization strategies prior to award and during the initial years of the grants. • Workshops on institutionalization strategies will be given during the project directors' meeting. • FIPSE will share innovative institutionalization strategies via its WWW site.
7. Increased leverage of grant funds and outside sources of support during and/or after FIPSE funding ends.	7.1 **Project financial support.** Numbers of projects successful in soliciting other financial support, either internal or external, will be maintained or increased beyond previous year's level. *Has increased from 27% reported by FY '95 and '96 grantees to 55% reported by FY '97 grantees.*	7.1 E-mail survey of 1990 to 1998 grantees, May 1998; Final Report Score Card, October 1997; Project survey, November 1997; Evaluation of FIPSE project budgets, November 1997.	• Workshops on strategies to leverage other sources of funding and support will be offered during the project directors' meeting.

Fund for the Improvement of Postsecondary Education — $22,500,000 (FY 99)			
Goal: To improve postsecondary education by making grants to institutions in support of reform and innovation.			
Policy Objectives	**Indicators**	**Source and Next Update**	**Strategies**
Management improvement objectives			
8. Improve service delivery and customer satisfaction for FIPSE programs.	8.1 **Project directors' overall satisfaction with FIPSE programs and services.** Meet or exceed satisfaction levels from previous year. *98% of grantees report FIPSE staff provides full support. 97% rate the annual meeting as "good," "very good," or "outstanding." 95% of 1997, e-mail survey respondents report quality of FIPSE staff support as "Good, Very Good, or Outstanding" --52% rated the staff support as "outstanding."*	8.1 Evaluation survey of annual meeting (November, 1997); Yearly project survey (November, 1997); E-mail survey of 1990-1998 grantees, 1998.	• FIPSE will make use of E-mail and bulletin board discussions to facilitate more frequent contact between customers and FIPSE staff. • FIPSE staff will be trained to complete all steps of the grant award process.
	8.2 **Reduce turnaround time.** Reduce the time from receipt of application to the notification/award to grantees with streamlined grant award process. *Currently 10 months for the Comprehensive Program, 5 months for International Programs.*	8.2 GCMS application log and grant award notification dates.	
9. Improve communication and information dissemination of FIPSE grant programs.	9.1 **WWW services.** Increased use of FIPSE's WWW services over previous baseline. *The 1997 count= 16,339.*	9.1 Count of Web hits for information on grant programs, October 1997.	• "Lessons learned IV" will be published, and previous volumes will be broadly distributed. • FIPSE's WWW site will be continuously updated to include all current publications and guidelines. • New electronic venues for outreach activities will be explored.
	9.2 **Fax-on-demand services.** Increased use of fax-on-demand services for grant applications. *Baseline = cost of services which reflects use. Services billed at $635.00 for FY 1997.*	9.2 Use rate of applicants for fax-on-demand November 1997.	
	9.3 **Novice applicant success rate.** Meet or exceed novice success level from previous year. (Novice: never before directed Federal grant). *In 1996= 25% novices; 1997= 39% novices. Number of outreach seminars= 20.*	9.3 Yearly Project survey, November, 1997; Number of Outreach seminars, November 1997.	

Fund for the Improvement of Postsecondary Education — $22,500,000 (FY 99)			
Goal: To improve postsecondary education by making grants to institutions in support of reform and innovation.			
Policy Objectives	**Indicators**	**Source and Next Update**	**Strategies**
10. Maintain high level of technical assistance for grantees as well as unsuccessful applicants.	**10.1 Project directors' overall satisfaction with FIPSE's evaluation services.** Meet or exceed satisfaction levels from previous year. *Evaluation services rated "Very Good" to "Excellent" by 93% of grantees.*	10.1 Evaluation survey of annual meeting, November 1997.	• FIPSE will continue, despite lower staffing levels, to provide full technical assistance to prospective grantees and feedback to all unsuccessful applicants. • FIPSE support staff will be trained to provide technical assistance to customers.
	10.2 Applicants overall satisfaction with proposal review and feedback process. Meet or exceed levels from previous year. *72% of all unsuccessful final proposal applicants requested and received technical assistance to improve their proposals.*	10.2 Number of feedback requests from applicants honored November, 1997.	

International Education Programs — $61,117,000 (FY 99)			
Goal: To promote the study of foreign languages, area, and international studies.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
1. Develop and improve knowledge of other countries and the ability to communicate in other languages as a means to promote mutual understanding and cooperation between nations.	1.1 **Number of new courses/degree programs/unique foreign language materials developed.** Courses and new degree areas will continue to be developed in lesser-taught international areas, and foreign language studies. Unique materials will continue to be developed for use in international, area, and foreign language studies.	1.1 Grant applications; performance reports; studies under the International Research and Studies program; The National Foreign Language Center ; pedagogy studies, ongoing.	• Set program priorities where relevant and consult with international education constituency to encourage expanded coverage for under-represented areas and fields.
2. Increase the development, expansion, and institutionalization of instruction in international studies and foreign languages.	2.1 **Percent of courses/degree programs/materials institutionalized.** Courses, new degree programs and materials developed in international, area and foreign language studies will be institutionalized at increasing rates.	2.1 Survey of grantees currently planned for 1998.	• Disseminate exemplary projects through a variety of media, including the Department's web site, among others.
3. Increase the scope of outreach activities and improve knowledge of international and global issues among the U.S. population.	3.1 **Number of persons impacted**. Number of persons reached by various activities to improve international understanding will continue to increase.	3.1 Grant applications, 1997; Performance reports (new performance report outreach tables - 1st baseline report available 1998); Institutional publications, ongoing.	• Use a variety of strategies, including the setting of program priorities, modification of program criteria, and increased use of the World Wide Web and other dissemination technologies.
4. Develop a pool of international experts and other persons with international competence to meet national needs.	4.1 **Number of persons trained.** Faculty, students, K-12 teachers, and others (business, administrators, general public) will be trained in international, area and foreign language studies in increasing numbers.	4.1 Study of Doctoral Dissertation Research Abroad program and Foreign Language and Area Studies fellowship program, (both, 1997); Grant Applications, 1997; Performance Reports, 1997; Study to follow up on out-year data, 1998.	• Support through program funds advanced levels of uncommonly taught foreign languages; expand disciplinary offerings in world area and international studies; support through program funds outreach programs for K-12 and other non-collegiate constituencies.

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International Education Programs — $61,117,000 (FY 99)			
Goal: To promote the study of foreign languages, area, and international studies.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
5. Meet high levels of customer satisfaction with Title VI and Fulbright-Hays programs.	5.1 **Timeliness of awards.** Continue to reduce the time from receipt of application to the notification/award to grantees with streamlined grant award process. Current baseline of seven months for most programs will be reduced to the optimum level of five months for most programs by the year 2000.	5.1 Grant award schedule and award date; Customer survey, 1999.	• Review and further streamline the grant award process so that awards for all programs can be made earlier in the funding cycle. • Additional training will be obtained for staff.
6. Improve management information system enabling analysis of data to demonstrate program effectiveness.	6.1 **Cleared, consistent performance reports for all programs.** Develop OMB cleared new final performance reports for each program to collect appropriate data.	6.1 New performance reports, 1997.	• Continue the process of developing appropriate data collection instruments/performance report guidelines for all programs with assistance from program evaluation experts.

Teacher Recruitment and Preparation (HEA, V - prop. leg.) — $67,000,000 (FY 99)			
Goal: To increase the number of students completing high-quality teacher education and preparation programs and teaching in underserved communities, by supporting partnerships to improve teacher preparation that identify and spread best practices in teacher education.			
Objectives	**Indicator**	**Source and Next Update**	**Strategies**
Title V Part A, Lighthouse Partnerships			
1. Improve the quality of the teacher preparation programs at the partner institutions.	1.1 **Vision and standards.** An increase in the percentage of partner institutions, each year, until the percentage reaches 95%, that have a clearly articulated vision for their teacher preparation program and show evidence that every course reflects clear standards for what teachers should know and be able to do.	1.1 Partnership application, 1999 Institutional records, 1999 and annual; Departmental review, 2001 (i.e. end of third year of grant period); national evaluation study, 2003.	• Program supports ED strategic objective 1.4 A Talented and Dedicated Teacher is in Every Classroom. • Coordinate efforts with NSF teacher preparation programs. • Sponsor activities such as focus groups, conferences, or workshops where participating partnerships can exchange information and ideas to enhance the success of the program.
	1.2 **Clinically based program.** An increase in the percentage of partner institutions, each year, until the percentage reaches 95%, that operate a clinically based teacher preparation program as evidenced by an increase in the number of teacher preparation courses that have a clinical component and/or an increase in the number of days that students work in schools throughout their preparation programs.	1.2 Partnership application, 1999 Institutional records, 1999 and annual; Departmental review, 2001 (i.e. end of third year of grant period); national evaluation study, 2003.	
	1.3 **On-going support for new teachers.** An increase in the percentage of partner institutions, each year, until the percentage reaches 95%, that have formal processes for offering continuing professional support and education to recent graduates of their teacher education programs. *Formal processes can include courses for beginning teachers, or professional support groups for new teachers.*	1.3 Partnership application, 1999 Institutional records, 1999 and annual; Departmental review, 2001 (i.e. end of third year of grant period); national evaluation study, 2003.	
	1.4 **Process for program self-assessment.** An increase in the percentage of partnership institutions, each year, until the percentage reaches 95%, that have a formal process for assessing the quality of their teacher preparation programs.	1.4 Partnership application, 1999 Institutional records, 1999 and annual; Departmental review, 2001 (i.e. end of third year of grant period); national evaluation study, 2003.	

Teacher Recruitment and Preparation (HEA, V - prop. leg.) — $67,000,000 (FY 99)			
Goal: To increase the number of students completing high-quality teacher education and preparation programs and teaching in underserved communities, by supporting partnerships to improve teacher preparation that identify and spread best practices in teacher education.			
Objectives	**Indicator**	**Source and Next Update**	**Strategies**
2. Improve the placement and retention rates of graduates from partner institutions.	2.1 **Certification rate.** An increase, each year, in the percentage of graduates from partner institutions who pass the required certification exam in their state.	2.1 Institutional records, 1999 and annual.	• Provide information on teaching opportunities to students and recent graduates. • Additional strategies under development.
	2.2 **Retention rate for new teachers.** An increase, each year, in the percentage of graduates from lighthouse and partner institutions who remain in teaching positions after 3 years of teaching.	2.2 Institutional records, 2002, and annual thereafter.	
	2.3 **Service in high-poverty schools.** An increase, each year, in the percentage of graduates from lighthouse and partner institutions who serve in high-poverty schools.	2.3 Institutional records, 1999 and annual.	
	2.4 **Diversity of the student population.** Student population will become more diverse *(as evidenced by increased representations of minorities and disabled)* over time.	2.4 Institutional records, 1999 and annual.	
3. Increase the connections that the teacher preparation programs at partnership institutions have with low-income urban and rural schools in the surrounding region.	3.1 **Assessment of staffing needs.** An increase in the percentage of partner institutions, each year, that are involved in assessing the staffing needs of local school districts through a formal communication network.	3.1 Institutional records, 1999 and annual; national evaluation study, 2003.	• Provide technical assistance to partnerships in development of assessment instruments.
	3.2 **Practicing teachers on faculty.** An increase in the percentage of partner institutions that have practicing teachers from local schools who serve on the faculty of, or are otherwise meaningfully involved in, the teacher preparation program.	3.2 Institutional records, 1999 and annual.	

Teacher Recruitment and Preparation (HEA, V - prop. leg.) — $67,000,000 (FY 99)			
Goal: To increase the number of students completing high-quality teacher education and preparation programs and teaching in underserved communities, by supporting partnerships to improve teacher preparation that identify and spread best practices in teacher education.			
Objectives	**Indicator**	**Source and Next Update**	**Strategies**
Title V Part B, Recruiting New Teachers for Underserved Areas			
1. Increase the availability of well prepared teachers for low-income, urban and rural school districts.	1.1 **Licensure requirements.** An increase in the percentage of individuals who teach in low-income communities, each year, who satisfy all State licensure requirements.	1.1 Schools and Staffing Survey, 2000.	• Disseminate information on best practices.
	1.2 **Teacher retention.** A decrease in the percentage of teachers in urban and rural school districts, each year, who leave the district during their first three years of teaching.	1.2 Schools and Staffing Survey, 2000.	
2. Increase the number of individuals from traditionally underrepresented groups, including language minorities and disabled individuals, who enter teaching.	2.1 **Underrepresented teachers.** The percentage of first-year teachers from underrepresented groups, including language minority and disabled individuals, will exceed the percentage achieved by comparable first-year teachers not participating in the recruitment program.	2.1 National evaluation study, 2003.	• Facilitate the sharing of information on effective strategies across grantee institutions.

Annual Interest Subsidy Grants — $13,000,000 (FY 99)			
Goal: To continue to help finance construction, reconstruction, or renovation of higher education facilities.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
1. Continue to provide strong fiscal management of the program.	1.1 **Positive audit results.** There will be no material internal control weaknesses identified in program portion of ED's financial statement audit. *No material internal control weaknesses were identified in program portion of 1996 ED financial statement audits.*	1.1 Financial program audits, annual, 1997.	• We have made changes and tightened internal controls which will significantly improve the overall fiscal reliability of the operating system. These include: — Verification of the status and terms of all underlying loans every two years. One-half of the grants will be verified each year. — An information letter will be sent to each grantee yearly to remind them of their obligation to notify the Department of refinancing agreements or redemptions. — Control totals for the number of grants and the dollar amounts of each obligation for each fiscal year have been established and will be updated as needed. — To ensure the accuracy of the system, each year someone other than the grant manager will perform an independent reconciliation of the data base and the control total spreadsheet.

Urban Community Service Program — $0 (FY 99)			
Goal: To facilitate the establishment of sustainable community service programs by urban postsecondary institutions which utilize the resources of the institution in devising and implementing solutions to pressing needs in their communities.			
Objectives	**Indicators**	**Sources and Next Update**	**Strategies**
1. Ensure funded projects effectively address local urban priorities.	1.1 **Determination of Progress.** All reports analyzed and determinations of substantial progress made. *Baseline to be developed.*	1.1 Annual performance report, 1998.	• Work with grantees to refine and revise outcome measures, as necessary. Review performance reports to assess progress toward meeting outcomes identified in project proposal. Provide assistance through all appropriate venues (e.g. site visits, meetings, conferences, Internet access and communication, resources of other UCS projects) to enhance outcomes and improve substandard performance.
	1.2 **Project Outcomes.** All projects have realistic, measurable, and substantive outcome measures. *Baseline to be determined.*	1.2 Annual performance report, 1998.	
	1.3 **Adequacy of technical assistance.** Projects' feedback communicates adequate technical assistance being provided. *Baseline to be determined.*	1.3 Annual performance report, 1998.	
	1.4 **Remedial Action.** Remedial action plans developed, implemented and monitored for all projects failing to demonstrate substantial progress in establishing effective community service programs. *Baseline to be determined.*	1.4 Annual performance report, 1998.	
2. Ensure that Federally funded community service initiatives achieve ongoing stability within the institution's infrastructure.	2.1 **Stability of initiatives.** The extent to which grantees maintain and expand institutional resources and staff to support project's community service activities on a permanent basis. *Baseline to be determined*	2.1 Financial status report, annual, 1998; annual performance report, 1998.	• Establish mentoring relationships among grantees, especially to help those having trouble achieving infrastructure objectives • Use the listserv and national and regional meetings to facilitate the communication of successful efforts among grantees. • Review performance reports to assess progress toward meeting outcomes related to infrastructure identified in project proposal. Carefully examine efforts to achieve integration of projects into an institution's infrastructure.
	2.2 **Institutional integration.** The extent to which grantees' community service function initiated through the project are explicitly reflected in the institution's infrastructure (e.g. space/resource allo- cation; use of student volunteers; place- ments in community service activities; and institution-wide service learning programs.) *Baseline to be developed.*	2.2 Financial status report, annual, 1998; annual performance report, 1998.	

Urban Community Service Program — $0 (FY 99)			
Goal: To facilitate the establishment of sustainable community service programs by urban postsecondary institutions which utilize the resources of the institution in devising and implementing solutions to pressing needs in their communities.			
Objectives	**Indicators**	**Sources and Next Update**	**Strategies**
3. Encourage productive stable and long lasting partnerships among urban postsecondary institutions and community organizations and agencies.	3.1 **Grantee partnerships.** Extent to which grantees establish partnerships, characterized by shared resources and decision-making, with community organizations and sustain these partnerships after the federal grant ends. *Baseline to be determined.*	3.1 Annual performance reports, 1998; staff follow-up activities, ongoing, 1998.	• Establish mentoring relationships among grantees, especially to help those having trouble establishing effective partnerships. • Use the listserv and national and regional meetings to facilitate the communication of factors contributing to successful partnerships among postsecondary institutions, communities, and the public and private sectors. • Through visits, telephone monitoring, meetings and referrals, diagnose and work to resolve obstacles to functional partnerships. • Review performance reports to assess progress toward meeting outcomes related to developing effective and sustainable partnerships identified in project proposal. Carefully examine efforts to achieve viable partnerships.
4. Develop effective communication networks among urban postsecondary institutions.	4.1 **Effective communications.** Establishment of self-sustaining, electronic, interactive network used regularly by grantees to communicate problems, solutions, successful practices and other information. 4.2 **Use of web site.** Establishment of an interactive web site publicized and used by designated urban grant institutions, community based organizations, cities and foundations to promote linkages resulting in effective university partnerships and urban community service programs.	4.1 Annual performance report, 1998. 4.2 Annual performance report, 1998.	• Use the listserv and web page to communicate regularly and often with all grantees. • Establish mentoring arrangements between grantees to capitalize on specific expertise afforded by other grantees. • Use electronic conferencing provided by the San Francisco State University Net (or other formats as appropriate) to conduct regular national topical conferences of grantees and other groups.

Mary McLeod Bethune Memorial Fine Arts Center — $0 (FY 99)			
Goal: Special legislation (PL 102-423) to complete building of the Mary McLeod Cookman Fine Arts Center at Bethune-Cookman College (FL)			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
1. Provide strong management of the program— administrative, fiscal, and engineering.	1.1 **Proper expenditure of funds.** All project funds are spent for appropriate purposes and within the approved project period.	1.1 HEP Program Data, annual, 1998.	• Continuous review of billing statements and invoices for grant reimbursement payments. • Review of monthly construction project reports for assessing building progress.

TRIO Programs – $583,000,000 (FY 99)			
Goal: To increase educational participation of disadvantaged students through effective management of the federal Trio Programs.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
Student outcomes			
1. Increase participation and completion rates of disadvantaged persons through the academic pipeline from middle and high school through postsecondary enrollment.	1.1 **High School completion.** Upward Bound participants will complete high school at higher rates than comparable non-participants. *Only 66.6 percent of low-income persons graduate from high school. "Postsecondary Education Opportunity," November 1995.*	1.1 Mathematica Upward Bound evaluation, 1997 *(graduation rates of Upward Bound participants and comparison group available spring 1997)*; TRIO projects' annual performance reports, 1998	• Redesigned performance reports (some still to be cleared by OMB) will allow OPE staff to better measure the success of funded projects in meeting the goals of the federal TRIO programs. OPE staff will use the data to provide better feedback to grantees on project and student performance that may be used to improve the quality and effectiveness of funded projects.
	1.2 **Postsecondary enrollment**. – Upward Bound participants will enroll in postsecondary education programs at higher rates than comparable non-participants. – The ratio of Talent Search and Educational Opportunities Centers (EOC) participants who apply to college and/or apply for student financial aid compared to the numbers served will increase.	1.2 Mathematica Upward Bound evaluation, 1997 *(postsecondary enrollment rates of participants and comparison group available spring 1997)*; TRIO projects' annual performance reports, 1998; National Educational Longitudinal Survey 1988 (NELS), 1996.	• Data obtained from performance reports will be compared with national data on low-income, first-generation students. • Disseminate information on effective Practices and strategies obtained from OERI research and other national evaluations.

TRIO Programs – $583,000,000 (FY 99)			
Goal: To increase educational participation of disadvantaged students through effective management of the federal Trio Programs.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
2. Increase participation and completion rates of disadvantaged persons through the academic pipeline from middle and high school through community or four year colleges.	2.1 **Postsecondary persistence and completion.** – Upward Bound participants who enroll in postsecondary education will complete 2 or 4 year postsecondary education programs at rates higher than comparable non-participants. – Student Support Services participants will persist and complete 2 or 4 year postsecondary education programs at higher rates than comparable non-participants. – The persistence and graduation rates of Student Supports Services participants will increase. *Interim findings indicate that participation in Student Support Services has a significant impact on students' retention in college, grades, and credits earned 3 years after entering college (Westat).*	2.1 TRIO annual performance reports, in conjunction with Title IV Applicant and Recipient System *(four-year graduation rates for Upward Bound participants available December 2001)*; Westat, Inc. data on completion (graduation) rates available March 1999; TRIO annual performance reports, 1997; Beginning Postsecondary Students study (BPS) 1990/94 and Westat *(benchmark data from July 1996).*	• See previous strategy.
3. Increase participation and completion rates of disadvantaged persons through the academic pipeline from colleges and universities through graduate school.	3.1 **Graduate school enrollment and completion.** – McNair participants will enroll in and complete graduate and doctoral programs at higher rates than comparable non-participants. – The percentage of McNair participants who enroll in and complete graduate and doctoral programs will increase. *Only 13.1 percent of low-income, first-generation college students with baccalaureate degrees enroll in graduate school compared with 18.5 percent of those who are not low-income, first-generation college students. (Baccalaureate and Beyond, 1996)*	3.1 McNair annual performance reports, 1997 *(preliminary enrollment data available late 1997;completion rates for 1989-90 cohort group available March 2001)*; Baccalaureate and Beyond survey, 1998.	• See previous strategy.

TRIO Programs – $583,000,000 (FY 99)			
Goal: To increase educational participation of disadvantaged students through effective management of the federal Trio Programs.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
Management improvement			
4. Improve service delivery and customer satisfaction and increase communication and information dissemination for the federal TRIO Programs.	4.1 **Burden reduction for applicants and grantees.** Customer survey data will indicate that new program regulations and redesigned application packages reduced burden. *Baseline to be developed from first survey.*	4.1 Customer survey (PES & OPE), 1998.	• OPE has undertaken a number of initiatives to better serve our customers, including: – streamlining the grants award process, – developing new program regulations and application packages to reduce burden, and increase accountability, and – providing increased access to information.
	4.2 **Streamlined grants award process.** The time from receipt of applications to the notification/awards to grantees will be reduced. *The current average time elapsed is approximately ten months.*	4.2 Schedule for grant review process, annual, 1997.	
	4.3 **Number of information requests**. The amount of information requested by the public, including electronic requests and inquiries, will increase. *Baseline to be developed.*	4.3 Annual data on number of customer inquiries (program office, Higher Education Programs assistance line, WWW hits), 1997.	• A customer survey planned for fiscal year 1997 will provide baseline information that will be used to measure our progress in meeting these objectives. • Also, the high quality of the Training Program for the federal TRIO Programs will increase the quality and effectiveness of funded projects.
	4.4 **Number of applications**. The number of applications received will increase. *Baselines for applications are as follows:* – *Talent Search, 650 applications, FY 1994* – *EOC, 300, FY 1994* – *Upward Bound, regular, 820, FY 1995* – *Upward Bound, math/science, 212, FY 1995* – *McNair, 226, FY 1995* – *TRIO Training, 32, FY 1996* – *Student Support Services, 1,102, FY 1997*	4.4 Annual data from ED's Application Control Center, Grants and Contracts Service (in competitive years), 1997.	
	4.5 **Customer satisfaction.** Customer survey data will indicate improved satisfaction with response to information requests, and the usefulness of the information received.	4.5 Customer survey (PES & OPE) annual, 1998.	

TRIO Programs – $583,000,000 (FY 99)			
Goal: To increase educational participation of disadvantaged students through effective management of the federal Trio Programs.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
5. Improve effectiveness of the federal TRIO programs.	5.1 **Use of effective practices.** Applications proposing and programs using effective practices will increase. *Baseline to be developed.* 5.2 **Awards to under-served areas.** The number of grants awarded each year to geographical areas under-served by the TRIO Programs will increase. *Baseline to be developed.*	5.1 Review of applications and annual reports, annual, 1997. 5.2 TRIO annual performance reports, 1998; Secretary's list of under-served areas, 1998.	• Develop a national clearinghouse of information on effective intervention and opportunity programs. • Disseminate information on effective practices and strategies obtained from the national evaluation studies of the Student Support Services and Upward Bound Program. • Provide training opportunities for approximately 3,000 TRIO personnel per year to improve project management and service delivery. • Proposed set-aside of up to two percent of TRIO program funds annually for innovative or experimental projects. • Customer survey planned for 1998.

High Hopes for College (College-School Partnerships) (prop. leg.) — $140,000,000 (FY 99)			
Goal: To ensure that disadvantaged middle and junior high school students are prepared for, pursue and succeed in postsecondary education.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
Student and school outcomes			
1. Increase participation rates of students at participating high-poverty middle and high schools in postsecondary education.	1.1 **High school completion.** Program participants will complete high school at higher rates than comparable non-participants. 1.2 **Postsecondary enrollment.** Program participants will enroll in postsecondary education programs at higher rates than comparable non-participants.	1.1 Annual program performance reports and program evaluation study, 2004 (when first cohort of recipients will graduate high school). 1.2 Annual program performance reports and program evaluation study, 2005 (when first cohort of recipients will enter college).	• Promote stable partnerships between colleges, high-poverty middle/junior high schools and the high schools the students will later attend, and national and community-based organizations and businesses to provide intensive counseling, tutoring, and mentoring to students through high school. Services will also be provided to parents. • Partnerships will promote curricular and pedagogical improvements, and provide opportunities for professional development related to college awareness and preparation for partner school faculty and staff.
2. Increase the academic preparation for postsecondary education of disadvantaged persons.	2.1 **Completion of academically challenging curricula.** Program participants will successfully complete college preparatory curricula at greater rates than comparable non-participants. 2.2 **Percent of students taking either the SAT or ACT.** Program participants will take either the SAT or ACT at higher rates than comparable non-participants.	2.1 Annual program performance reports and program evaluation study, 2000. 2.2 Annual program performance reports and program evaluation study, 2004 (when first cohort of recipients are seniors).	• See strategy for objective 1 above.
Management objectives			
3. Ensure that effective partnerships are established among middle and junior high schools, institutions of higher education, community-based organizations and businesses.	3.1 **Commitment of resources.** Partners will commit resources to the partnership consistent with the proposed budget.	3.1 Annual program performance reports, 2000.	• Monitor grantee finances through performance reports and site visits. • Provide assistance through a variety of venues (e.g. conferences, meetings, electronic communications, etc.); collect and share "best practices."

National Early Intervention Scholarship and Partnership (NEISP) Program — $0 (FY 99)			
Goal: To improve high school completion rates and postsecondary enrollment rates of disadvantaged students			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
1. Increase participation and completion rates of disadvantaged students through the academic pipeline from middle and secondary school to postsecondary education.	1.1 **Middle and secondary school completion.** NEISP student participants will complete high school at higher rates than comparable non-participants. *As we are in the third year of a program that, in many cases, started providing services to 8th graders and below, it will be a couple of more years before a meaningful comparison can be made.*	1.1 Annual performance report data, 1999.	• Data from annual performance reports will provide baseline information on student success rates that can be compared with national data on comparable low income students.
	1.2 **Postscondary attendance.** NEISP student participants will matriculate at postsecondary institutions at higher rates than comparable non-participants. *Since this program, which focuses on 8th graders and below, is only in its third year of funding, it will be several years before meaningful data regarding postsecondary attendance is available.*	1.2 Annual performance report data, 1999.	

Robert C. Byrd Honors Scholarship Program — $39,288,000 (FY 99)			
Goal: To promote student excellence and achievement and to recognize exceptionally abled students who show promise of continued excellence.			
Objectives	**Indicators**	**Sources and Next Update**	**Strategies**
1. Encourage high school graduates to pursue postsecondary education and to acquire a college degree.	1.1 **Customer satisfaction**. Effective dissemination of information to potential candidates will be reflected in high customer satisfaction. *Baseline to be determined* 1.2 **Graduation rate.** Byrd scholars will graduate from postsecondary education at higher rates than the national average. *Baseline to be determined*	1.1 Customer satisfaction survey, (need ED resources to complete survey), 1998. 1.2 Performance Report Data, 1998.	• Develop and conduct a comprehensive survey to assess: — Timeliness of Byrd information to potential applicants; — effectiveness of dissemination of information; — retention of Byrd recipients in postsecondary institutions; — percentage of Byrd recipients who attain postsecondary degrees • Utilize survey results to implement objective through improved delivery system.

National Need Graduate Fellowship Program (NNGFP) — $37,500,000 (FY 99)			
Goal: **To assist graduate students in areas of national need, especially under-represented populations, so that they may pursue teaching careers at institutions of higher education.**			
Objectives	**Indicators**	**Source and Next Updates**	**Strategies**
1. Increase the share of students of superior ability enrolled in graduate programs in areas of national need.	1.1 **Graduate student enrollment.** The percentage of students enrolling in graduate programs in areas of national need will increase over the prior year. 1.2 **Test scores.** Each year, average test scores of students enrolling in NNGFP programs in areas of national need will be above the national average for entering graduate students.	1.1 National Center for Educational Statistics (NCES) survey of students enrolled in graduate programs, annual. 1.2 Performance reports, annual (see objective 11); Educational Testing Service (ETS) data, annual.	• In conjunction with grantee institutions, develop materials to publicize the availability of the new NNGFP fellowships. • Provide fellowships in areas of national need as determined by the Secretary in consultation with Federal and non-Federal entities.
2. Increase the share of students from traditionally underrepresented populations enrolled in graduate programs in areas of national need.	2.1 **Access of underrepresented populations.** The percentage of students from traditionally underrepresented populations enrolling in graduate programs in areas of national need will increase over the prior year.	2.1 NCES survey of students enrolled in graduate programs, annual.	• In conjunction with grantee institutions, develop materials aimed at traditionally underrepresented populations, to publicize the availability of the new NNGFP fellowships.
3. Increase the retention rates of students enrolled in graduate programs in areas of national need.	3.1 **Retention rates.** Retention rates for students in programs in areas of national need will equal or exceed retention rates for students in similar programs.	3.1 NCES survey of students enrolled in graduate programs; performance reports in 2001 and beyond.	• Continue to develop program regulations in conjunction with institutions of higher education (IHEs) which will encourage improved student retention rates. • To encourage institutional efforts to increase retention, funding priority will be given to grant applications which demonstrate high retention rates.

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National Need Graduate Fellowship Program (NNGFP) — $37,500,000 (FY 99)			
Goal: To assist graduate students in areas of national need, especially under-represented populations, so that they may pursue teaching careers at institutions of higher education.			
Objectives	**Indicators**	**Source and Next Updates**	**Strategies**
4. Increase the retention rates of students from traditionally underrepresented populations enrolled in graduate programs in areas of national need.	4.1 **Retention of underrepresented students.** Retention rates for traditionally underrepresented students in programs in areas of national need will equal or exceed retention rates for similar students in similar programs.	4.1 NCES survey of students enrolled in graduate programs; performance reports in 2001 and beyond.	• Continue to develop program regulations in conjunction with IHEs which will encourage improved retention rates for students from traditionally underrepresented populations. • To encourage institutional efforts to increase retention, funding priority will be given to grant applications which demonstrate high retention rates.
5. Encourage the timely completion of graduate programs in areas of national need.	5.1 **Time to degree completion.** Average years to degree of students within NNGFP will be equal to or less than average years to degree of graduate students in similar programs.	5.1 NCES survey of students enrolled in graduate programs; performance reports in 2002 and beyond.	• Continue to develop program regulations in conjunction with IHEs which will encourage students to complete programs in a timely fashion.
6. Increase the percentage of postbaccalaureate graduates in areas of national need who come from traditionally underrepresented populations.	6.1 **Degree completion of underrepresented students**. An increase in the percentage of Ph.Ds or terminal masters degrees awarded in areas of national need to students from traditionally underrepresented populations, as compared to prior years.	6.1 NCES survey of characteristics of Ph.D program graduates six years after initiation of NNGFP.	• In conjunction with IHEs, promote the funding and training available to students from traditionally underrepresented populations through the NNGFP.
7. Place graduates of programs in areas of national need in faculty positions at IHEs.	7.1 **Entry into faculty positions.** Placement rates of graduates of NNGFP program 6 months after graduation will equal or exceed placement rates at similar, non-NNGFP institutions.	7.1 Performance reports one year after first NNGFP cohort has graduated from their programs (2002); NCES data.	• Work with career services offices at grantee institutions to share best practices and develop models for placing students at IHEs.
8. Place students from traditionally underrepresented populations who graduate from programs in areas of national need in faculty positions at IHEs.	8.1 **Faculty placement of underrepresented students.** Placement rates of traditionally underrepresented graduates of NNGFP program 6 months after graduation will equal or exceed placement rates of similar students at similar, non-NNGFP institutions.	8.1 Performance reports one year after first NNGFP cohort has graduated from their programs (2002); NCES data.	• Work with career services offices at grantee institutions to share best practices and develop models for placing graduates from traditionally underrepresented populations at IHEs.

National Need Graduate Fellowship Program (NNGFP) — $37,500,000 (FY 99)			
Goal: To assist graduate students in areas of national need, especially under-represented populations, so that they may pursue teaching careers at institutions of higher education.			
Objectives	**Indicators**	**Source and Next Updates**	**Strategies**
9. Increase the percentage of IHE faculty in areas of national need, who come from traditionally underrepresented populations.	9.1 **Underrepresented faculty.** An increase in the percentage of IHE faculty from traditionally underrepresented populations in areas of national need.	9.1 NCES survey of characteristics of IHE faculty seven years after initiation of NNGFP.	• In conjunction with IHEs, promote the funding and training available to students from traditionally underrepresented populations through the NNGFP.
10. Develop regulations, application materials, and guidelines for the National Need Graduate Fellowship Program (NNGFP).	10.1 **Program materials.** Clear, concise, customer-friendly program materials cleared by OMB by Summer, 1998. 10.2 **Application process.** Successful and timely application process.	10.1 Feedback from constituents throughout development of materials, and use of materials. 10.2 Competition for NNGFP held in Winter, 1998-99, and awards made by summer, 1999.	• As soon as new legislation is enacted, begin developing materials for technical assistance and applications. Utilize existing GAANN applications as well as prior customer feedback in development of materials. Clearance packages will be sent to OMB for review by February 1998.
11. Develop an annual performance report which will impose a minimum of burden while collecting the necessary data to demonstrate performance.	11.1 **Performance report.** A Performance report, with all necessary data elements, cleared by OMB by Spring, 1999.	11.1 Performance Report completed and mailed to grantees, summer, 1999. Collection of first annual performance data, summer, 2000.	• As soon as new legislation is enacted, develop materials for performance reports. Utilize existing GAANN reports, performance indicator chart, and prior customer feedback in development of materials. Clearance packages will be sent to OMB for review by August 1998.

College Awareness (Early Awareness Information) — $15,000,000 (FY 99)			
Goal: **To ensure that middle and junior high school students and their families have an accurate understanding of the requirements for postsecondary education, including the academic preparation necessary and the costs of attending a postsecondary institution, and that these students pursue at increasing rates their participation in postsecondary education.**			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
Student and family measures			
1. Increase the understanding of the academic preparation and financial resources needed for postsecondary education, including the availability of financial assistance, among middle and junior high school students and their families.	1.1 **Understanding of the financial resources needed, availability of financial assistance, and the academic preparation necessary for postsecondary education.** Middle school students and their families will show an increasingly more accurate understanding of the financial resources needed, aid available, and the academic preparation needed for postsecondary education.	1.1 Survey, annual, 1999.	• Develop and implement a national information dissemination program targeted at middle and junior high school students and their families to increase awareness of the growing need to continue education beyond high school and to make this target audience aware of the costs of postsecondary education, opportunities for financial assistance, and the academic requirements for pursuing a postsecondary education. While information will be disseminated nationally, dissemination strategies will reflect the specific needs of different audiences, e.g. urban areas, rural areas, etc.
Management measures			
2. Program dissemination strategies will meet the information needs of the target audience.	2.1 **Customer satisfaction.** Surveys of customers will show that the information disseminated via this program fully met the information needs of the target audience.	2.1 Surveys, annual, 1999.	• Undertake regular assessments of customer satisfaction through surveys and focus groups to assess whether information dissemination strategies meet customer needs, are effective in communicating with the target audiences, and provide relevant information in a timely manner.

Learning Anytime Anywhere Partnerships (prop. leg.) — $30,000,000 (FY 99)			
Goal: To expand access to postsecondary education and lifelong learning through the use of technology to all citizens who are unable to take advantage of on-campus programs.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
1. Develop partnerships by providing the opportunity for educational institutions (including four-year institutions, community colleges, technical institutes, adult literacy and education programs) to partner with curriculum and software developers, network providers, community agencies, business and industry, in an effort to deliver a valuable and quality education to a variety of different kinds of students.	1.1 **Number of partnerships.** The number of partnerships formed will equal the estimate provided in the ED's FY 1999 budget request and will remain level or increase each year. *ED's FY 1999 budget request estimated 45 partnerships will be formed.*	1.1 Program data, annual.	• Encourage a high level of coordination and interaction among all of the partnership entities to expand students' options beyond the level of what individual providers currently offer. • Support the expansion of geographical and institutional boundaries so that courses, faculty, development costs, and network facilities can be shared, creating economies of scale to make it financially feasible for providers while substantially increasing opportunities for students.
2. Increase access to non-traditional education for the diverse groups to be served by this program.	2.1 **Number of students served.** The number of students served by the partnership will increase each year. *Baseline to be developed by level of first year participation.*	2.1 Program data, annual.	• Establish mechanisms for ensuring that the educational provider, employer and student have confidence that the degree or certificate will provide skills needed for careers and further education.
3. Enhance quality and accountability within the program to ensure that students are learning the specific competencies required for the desired skills	3.1 **Employment rate/earnings.** The employment rate and annual earnings of students served by Learning Anytime Anywhere Partnerships (LAAP) will be at least as great as comparable non-participants.	3.1 Program data, annual, beginning in 2001; Census data, annual beginning in 2001.	• Help to coordinate the needs of employers and the requirement of further education with the services of educational providers to ensure that the Federal investment in this program is worthwhile.

Access and Retention Innovations (prop. leg.) — $20,000,000 (FY 99)			
Goal: To test in an experimental setting the best ways of packaging student financial aid to encourage college access and retention.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
1. The program will be implemented in a methodologically rigorous and timely manner.	1.1 **Implementation.** Methodologically sound experiments will be in place for the 2000/2001 academic year as will a contract to evaluate the program.	1.1 Evaluation data, annual, 1999.	• Develop and disseminate program materials that generate interest in program participation from a wide-range of institutions. • Work with interested institutions to generate proposals for experiments that are both interesting and generate statistically valid results.
2. Projects will generate statistically valid findings regarding the effects of various student aid packages on postsecondary access and retention.	2.1 **Expert Reviews.** A panel of experts agree that the experiments are methodologically sound and led to valid findings.	2.1 Technical Review Panel, annual, 2002.	

Howard University — $210,000,000 (FY 99)			
Goal : To assist Howard University with financial resources needed to carry out its educational mission.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
University Development			
1. Maintain and strengthen academic programs and achievement by: — **recruiting better students** — **improving student retention** — **improving graduation rates** — **promoting excellence in teaching.**	1.1 **Better students.** Increase the average SAT scores of incoming freshman by 1% per year. *Average SAT score in FY 1996 was 903; in FY 1997 - 941.*	1.1 University data, annual.	• University to finalize and implement its strategic plan to include items enumerated under this objective related to recruitment, retention, graduation, and excellence in teaching; as well as to the objective related to excellence in research which follows.
	1.2 **Student retention.** Decrease transfers out by 5% per year. *Baseline is being calculated.*	1.2 University data, annual.	
	1.3 **Graduation rates.** Increase undergraduate graduate graduation rates by 3% per year. *FY 1996 graduation rate is 46%.*	1.3 University data, annual.	
	1.4 **Excellence in teaching.** Increase the participation rate of faculty in activities of the Center for Teaching and Learning. *New entity; baseline to be developed.*	1.4 University data, annual.	
	1.5 **Excellence in teaching.** Increase the number of faculty recommended for exemplary teaching awards. *Internal faculty teaching awards in FY 1996: 5. Will also begin to track external teaching awards.*	1.5 University data, annual.	
2. Promote excellence in research.	2.1 **Grants received.** Increase the number of grant proposals that are funded. *214 research grant proposals funded in FY 1996.*	2.1 University data, annual.	• See strategy stated above.
	2.2 **Grant funding.** Increase the total funds received through research grants. *In FY 1996 $129,226,356 was received in research grant funds, including multi-year funding.*	2.2 NSF data, annual.	

Howard University — $210,000,000 (FY 99)			
Goal : To assist Howard University with financial resources needed to carry out its educational mission.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
3. Increase the University's financial strength and independence from federal appropriations.	3.1 **Endowment.** Increase the value of the endowment each year. *Balance of the endowment as of 6/30/96 was $177 million.*	3.1 Audited financial reports; annual.	• Develop and implement a strategy for fiscal independence in collaboration with the University; the University will develop an effective alumni fund raising capacity.
	3.2 **Outside support.** Increase the funds raised from all private sources. *In FY 1996, $12.5 million was received in private contributions.*	3.2 University data, annual.	
	3.3 **Outside support**. Increase the participation rate of alumni who contribute to the school to 15% in 1998 and 30% in 2001.	3.3 University data, annual.	
	3.4 **Cost savings**. Reduce the difference between the hospital's net revenue (excluding federal appropriations) and total expenses by $1 million in FY 1998; targets for subsequent years to be established. *Baseline to be developed.*	3.4 Audited financial reports, annual.	

Educational Research and Improvement

National Education Research Institutes — $53,782,000 (FY 99)			
Goal: To contribute to the improvement of education by expanding the knowledge base about teaching and learning.			
Objectives	**Indicators**	**Sources and Next Update**	**Strategies**
Knowledge production			
1. Support research and development that yield findings that can be used to improve education.	1.1 **Addressing critical problems.** Research and development and field-initiated studies address critical problems in education.	1.1 Board review of research priorities for centers in 1996 and peer reviewer evaluations of field-initiated studies proposals, 1999.	• With the Board, engage the education community in an extensive process to identify specific research priorities. • Use peer reviews to provide centers and field-initiated studies with input for midcourse corrections.
	1.2 **Meeting high professional standards for research.** Funded activities are rigorously designed and meet the highest professional standards for research and development activity.	1.2 Interim and final peer reviews of centers and field-initiated studies, 1998; acceptance of articles in refereed scientific journals, 1998.	
Impact			
2. Findings from research and development activities influence change in education policy and practice.	2.1 **Influencing budget and legislation**. Research findings provide valuable input for the development of budget and legislative proposals.	2.1 Review of budget and legislative proposals for ESEA and HEA, 1998.	• Develop effective strategies for disseminating research products to target audiences.
	2.2 **Influencing policy and practice.** Research findings provide valuable input for the development of State and local education policies and practices.	2.2 Periodic survey of labs and centers, 1999; periodic independent study to assess impact of research on policy and practice, 2001.	

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Interagency Research Initiative — $50,000,000 (FY 99)			
Goal: To improve teaching and achievement in reading and mathematics by generating new knowledge and testing new strategies.			
Objectives	**Indicators**	**Sources and Next Update**	**Strategies**
1. Support rigorous investigations that yield new theories and practical applications for supporting students' cognitive development and their acquisition of reading and math skills.	1.1 **Partnership.** The Office of Educational Research and improvement will form a partnership with the National Science Foundation and other relevant agencies to develop and implement a detailed plan for this initiative.	1.1 Review of plan, 1998.	• Meet with staff from the National Science Foundation (NSF) and the National Institute of Child Health and Human Development (NICHD) to establish a working group and planning process.
	1.2 **Addressing critical problems.** Projects will address critical problems related to children's cognitive development, the effective use of educational technology, and children's acquisition of reading and math skills.	1.2 Board evaluation of research agenda, 1999.	• Develop agenda in partnership with the NSF, NICHD researchers, and education community. • Establish peer review process in partnership with NSF.
	1.3 **Meeting highest professional standards.** Funded activities are rigorously designed and will meet the highest professional standards for research and development activity.	1.3 Periodic peer review of research activities, 2001.	

Regional Educational Laboratories — $56,000,000 (FY 99)

Goal: To promote knowledge-based educational improvement to help all students meet high standards through development, applied research, dissemination, and technical assistance conducted with local, state and intermediate agencies.

Objectives	Indicators	Source and Next Update	Strategies
Field-based development and applied research			
1. Develop policies, strategies, and/or models of comprehensive, effective reform that are used to assist states and local school districts as they implement programs in which all students achieve at high levels and/or in which emerging theories of teaching and learning are continually assessed and validated.	1.1 **Number of development sites.** An increasing number of local and/or state sites will be engaged in collaborative development and demonstration of comprehensive reform.	1.1 Quarterly laboratory reports, 1998.	• Collaborate with state and local agencies in reform efforts that (1) implement effective, research-based strategies and (2) build comprehensive reform
	1.2 **Scope of innovation undertaken at development sites.** Participants and external reviewers will rate the scope of innovation as "comprehensive."	1.2 Annual laboratory client surveys, 1998; ED external evaluations, 1998.	• Develop tested policies, strategies, and/or models for more wide-scale educational improvement
	1.3 **Capacity building.** After two years of onsite development, participants and external observers will report increased capacity at sites to apply research and improve practice.	1.3 Laboratory client surveys and external reviews, 1999.	
	1.4 **Student achievement.** After a sustained period of onsite development, local sites will show increases in student achievement.	1.4 State or local assessments, 1999; annual laboratory client surveys, 1999.	
	1.5 **Potential for scaling up.** After a sustained period of onsite development, participants and external observers will report that the effort as implemented has high potential for success in new sites.	1.5 Annual client surveys and external reviews, 1999.	
Dissemination and service			
2. Identify or produce materials and strategies for implementing reform in policy and practice and improvement throughout districts and states.	2.1 **Availability of resources.** A large number of appropriate products will be available that respond to customer needs, and more modes of access will be offered for selected products, over time.	2.1 Quarterly and annual laboratory reports, 1998.	• Develop and widely disseminate research-based products, programs, and services.

Regional Educational Laboratories — $56,000,000 (FY 99)			
Goal: To promote knowledge-based educational improvement to help all students meet high standards through development, applied research, dissemination, and technical assistance conducted with local, state and intermediate agencies.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
	2.2 **Customer receipt of products.** Increasing circulation of products and increasing hits on electronic sites, rising annually from baseline levels.	2.2 Laboratory records and quarterly reports, 1998.	• Provide a range of technical assistance services from one-time events through more sustained services and relationships, and including both "convening" and the provision of information and assistance; provide more intensive services where opportunities to contribute to educational improvement are greatest.
	2.3 **Quality of products.** More than 80% of experts in the field will find laboratory products and materials to be of high quality.	2.3 Annual laboratory client surveys, 1998; ED external evaluation, 1998.	
	2.4 **Contributions of events, products, and sustained services.** More than 80% of customers will report contributions to their knowledge, skills, and professional work.	2.4 Annual laboratory client surveys, 1998.	
	2.5 **Student achievement.** In sites receiving intensive, sustained implementation assistance, student achievement will increase.	2.5 State or local assessments, 1999; annual client surveys, 1999.	
Strategic alliances and learning communities			
3. Facilitate, create, and expand networks, alliances, and communities of learners that address significant issues (e.g., standards, assessment, use of technology, etc.) in support of state and local reform.	3.1 **Significant roles of laboratories in strategic alliances.** The total number of alliances in which laboratories have significant and sustained roles will increase over time along with membership in those alliances.	3.1 Laboratory records and quarterly reports, 1998.	• Create and expand within-region and nationwide alliances and networks with practitioners, service providers, policy makers, and federally funded research institutions and providers of information and technical assistance.
	3.2 **Significance and impact of alliances.** More that 80% of participants involved in alliances will perceive that alliances address significant educational concerns and expand capacity of participants.	3.2 Annual laboratory client surveys, 1998.	• Leverage resources and scale up education reform strategies through strategic alliances.
	3.3 **Cooperative activity with other federally funded entities.** The number of joint events and ventures with other federally funded research institutions and providers of information and technical assistance will increase annually.	3.3 Laboratory records and quarterly reports, 1998.	

Regional Educational Laboratories — $56,000,000 (FY 99)			
Goal: To promote knowledge-based educational improvement to help all students meet high standards through development, applied research, dissemination, and technical assistance conducted with local, state and intermediate agencies.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
	3.4 **Value of joint events and ventures with other federally funded entities.** More than 80% of participants in cooperative activities will perceive that the activities are of high quality, address significant educational concerns, and expand capacity of participants.	3.4 Annual laboratory client surveys; 1998.	

Dissemination — $18,785,000 (FY 99)			
Goal: To help the education community access and use the best research-based products and services available to improve American education.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
1. Coordinate dissemination activities across the Office of Education Research and Improvement (OERI) and with other offices in the Department.	1.1 **Eliminate duplication.** There will be no duplication in the products disseminated by the Department. 1.2 **Departmental dissemination coordination.** Dissemination activities of Department offices will be effectively linked.	1.1 Annual media products survey, 1998. 1.2 Survey of users, 1998.	• Prepare annual OERI media products plan, and solicit product plans from other offices.
2. Target dissemination activities on the Department's seven priorities.	2.1 **Products address the Department's seven priorities.** 75% of OERI products will address one of the seven priorities.	2.1 OERI media products plan, 1998.	• Identify products to address the seven priorities.
3. Serve as a one-stop referral point for education information.	3.1 **Customer usage.** Users of National Library and ERIC increase annually and are satisfied with services.	3.1 Counts of the users and annual customer surveys, 1998.	• Actively reach out to the education community through the Internet, targeted publication, NLE and Department 800 numbers, and information clearinghouses.
4. Identify exemplary and promising education programs.	4.1 **Identify exemplary and promising practices.** Exemplary and promising practices will be identified in math, science, reading, technology, and drug prevention.	4.1 Expert panels, 1998 (math).	• First panel established in 1997. Establish additional panels in 1998.

Statistics and Assessment — $108,000,000 (FY 99)			
Goal: To collect, analyze, and disseminate information on the condition of education in the U.S. and to provide comparative international statistics.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
Data collection			
1. Provide timely, useful, and comprehensive data that are relevant to policy and educational improvement.	1.1 **Customer satisfaction.** An increasing percentage of each major type of customer will agree that National Center for Education Statistics (NCES) data are timely, relevant, and comprehensive.	1.1 Planned targeted customer surveys in FY 1997 to develop baseline data, winter 1998; NCES focus group discussions with targeted customers, including policymakers, researchers, and practitioners, 1997; biannual input from NCES' advisory council, 1997; NCES Customer Survey, 1996.	• The NCES will continue to conduct focus groups discussions with key customers and targeted surveys to assess and improve the timeliness, relevance, and comprehensiveness of its data. • Working group to provide recommendations on the redesign of the Schools and Staffing Survey , conduct a constituency survey on NAEP.
2. Collect high-quality data.	2.1 **Customer ratings of quality.** An increasing percentage of customers will agree that NCES data are of high quality in terms of accuracy, reliability, validity, and completeness.	2.1 Planned targeted customer surveys in FY 1997 to develop baseline data, winter 1998; NCES focus group discussions with targeted customers including policymakers, researchers, and practitioners, 1997; biannual input from NCES's advisory council; NCES Customer Survey, 1996.	• NCES uses a variety of quality control mechanisms to ensure data quality. These include a rigorous adjudication process, written statistical standards and advice from technical advisory groups. • NCES will implement recommendations recently developed by a quality task force comprised of NCES and contractor staff.

Statistics and Assessment — $108,000,000 (FY 99)			
Goal: To collect, analyze, and disseminate information on the condition of education in the U.S. and to provide comparative international statistics.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
Data analysis, synthesis, and packaging			
3. Develop publications that are easy to read, useful, and of high overall quality.	3.1 **Ease of reading.** An increasing percentage of customers will rate NCES publications as easy to read.	3.1 Planned targeted customer surveys in FY 1997 to develop baseline data, winter 1998; NCES Customer Survey, 1996 (see prior footnote).	• NCES will expand its use of technical writers/editors to develop more user friendly publications. • NCES's new Communications Officer will have explicit responsibility for ensuring that recommendations from key customers are incorporated into NCES's publications.
	3.2 **Utility.** An increasing percentage of customers will rate NCES publications as useful to their work.	3.2 Same sources.	
	3.3 **Publication quality.** An increasing percentage of customers will express satisfaction with the overall quality of NCES publications.	3.3 Same sources.	

Eisenhower Federal Activities — $50,000,000 (FY 99)			
Goal: To improve the teaching and learning of all students through the development and demonstration of high-quality professional development activities, the provision of high-quality instructional materials and information about effective programs, and the expansion of a cadre of highly accomplished teachers.			
Objective	**Indicators**	**Data Source/Next Update**	**Strategies**
Development and demonstration projects			
1. Improve classroom instruction through effective professional development.	1.1 **Teachers' skills and classroom instruction.** A majority of teachers who receive services from Eisenhower-supported projects over a sustained period of time will report that their knowledge, skills, and classroom instruction improve.*(National evaluations of Development & Demonstration Projects and the Eisenhower National Clearinghouse are scheduled to occur between 1999-2001.)*	1.1 Project reports, 2001; national evaluation, 2001.	• The ED program office will develop priorities and monitor projects for alignment with the Department's strategic plan, with principles for high-quality professional development, and with high standards for content and student performance.
	1.2 **Student performance.** Students whose teachers receive services from an Eisenhower-supported project will show improvements in attendance and/or performance by the final year of federal support for the project.	1.2 Project reports, 2001; national evaluation, 2001 .	
	1.3 **Impact on Capacity**. Projects will demonstrate that they have contributed to the capacity of participating schools and/or school districts to provide high-quality professional development to teachers and other educators.	1.3 Project reports, 2001; national evaluation 2001.	
Eisenhower National Clearinghouse for Mathematics and Science Education (ENC)			
2. Contribute to the improvement of the teaching and learning of all students by providing access to high-quality instructional materials and information about exemplary programs in mathematics and science education for elementary and secondary schools.	2.1 **Volume of customer requests.** The number of requests for products available through ENC and "hits" on electronic sites will increase by 10 percent annually.	2.1 ENC reports, 1998; national evaluation, 2000.	• The ED program office will work with the Department's leadership teams, NSF, other agencies, and the ENC to develop comprehensive strategies for disseminating products to target audiences, tracking use of products, and obtaining customer feedback to ensure that the products are used effectively to improve mathematics and science education.
	2.2 **Utility.** At least 80 percent of customers who use ENC products will report that the products meet their needs in terms of accessibility and quality.	2.2 Customer surveys, 2000; national evaluation, 2000.	

Eisenhower Federal Activities — $50,000,000 (FY 99)			
Goal: To improve the teaching and learning of all students through the development and demonstration of high-quality professional development activities, the provision of high-quality instructional materials and information about effective programs, and the expansion of a cadre of highly accomplished teachers.			
Objective	**Indicators**	**Data Source/Next Update**	**Strategies**
National Board for Professional Teaching Standards (NBPTS)			
3. Contribute to the improvement of the teaching and learning of all students by expanding the cadre of highly accomplished teachers.	**3.1 Standards and assessments developed.** Standards and assessments developed, approved, and offered by the NBPTS will increase annually, reaching a cumulative total of at least 25 teaching fields by the year 2002. *By 1998, standards and assessments were developed, approved, and offered for 7 teaching fields.* **3.2 Teachers certified.** The number of teachers who will be awarded NBPTS will increase annually, reaching a cumulative total of 105,000 by the year 2006. *By 1998, 911 teachers had been awarded NBPTS certification.*	3.1 NBPTS reports, 1998. 3.2 NBPTS reports, 1998.	• The ED program office will work with the NBPTS to develop strategies to utilize NBPTS-certified teachers as resources for other ED programs and projects. • The ED program office will work with the NBPTS to encourage and enlist states, local school districts, education organizations and business and industry to provide financial aid and other incentives to teachers seeking NBPTS certification.

Fund for the Improvement of Education — $105,000,000 (FY 99)			
Goal: To support nationally significant and innovative projects for improving education.			
Objective	**Indicators**	**Source and Next Update**	**Strategies**
1. Support the Department's strategic priorities in elementary and secondary education.	1.1 **High quality.** Projects funded will support the priorities and be of high quality.	1.1 Peer reviewer comments, 1998; annual review by Assistant Secretary's Office, 1998.	• Select highly qualified reviewers.
2. Support the development of voluntary national tests in fourth-grade reading and eighth-grade math.	2.3 **National tests.** National tests in reading and math will be developed and tested.	2.1 National Academy of Sciences evaluation, 1999.	• Provide necessary funding to National Assessment Governing Board.
3. Recognize effective schools and teachers.	3.1 **Support effective schools and teachers.** Support will be provided each year for Blue Ribbon Schools and Christa McAuliffe Fellowships.	3.1 Annual review of proposals, 1998.	• Revise national panel review process for Blue Ribbon Schools.

Javits Gifted And Talented Students Education— $ 6,500,000 (FY 99)			
Goal: To improve the teaching and learning of gifted and talented students through research, demonstration projects, personnel training, and other activities of national significance.			
Objectives	**Indicators**	**Sources and Next Update**	**Strategies**
1. Conduct research and evaluation on gifted and talented education that improve the identification and teaching of gifted and talented students, emphasize high levels of performance for all students, and promote total school improvement.	1.1 **Quality of research and evaluations.** Research and evaluations conducted by the National Center are high quality.	1.1 Expert panel review, 1999.	• Collaborate with national, state, and local associations and agencies to develop research plans to improve gifted and talented education. • Conduct internal and external reviews to assure that the Center's research plans are cohesive and comprehensive. • Strengthen peer reviews and the monitoring of Center-supported projects and evaluations to assure that products are useful and of high-quality. • Facilitate collaboration between the Center and the projects it evaluates in order to foster continuous improvement.
	1.2 **Effective dissemination.** The Center's dissemination activities are effective, i.e., appropriate audiences are aware of, have access to, and receive research products and the results of evaluations in appropriate formats.	1.2 Internal quality control and external reviews, 1998; customer surveys, 1999.	
	1.3 **Utility.** More than 80 percent of recipients will report that the Center's research products and evaluation results contribute to their knowledge, skills, or professional work.	1.3 Customer surveys, 1999.	
2. Develop models for developing the talents of students who are economically disadvantaged, are limited English proficient, and/or have disabilities.	2.1 **Student identification.** Strategies developed by Javits projects will increase the diversity of students identified as gifted and talented.	2.1 Project reports, 1998; national evaluation, 1999.	• Collaborate with other programs and agencies to coordinate initiatives in gifted and talented education. • Work with national, state, and local associations and agencies to develop a national R&D agenda, disseminating products, and implementing effective research-based practices. • Provide online and/or print access to challenging teaching content, and student performance standards and to exemplary materials in gifted and talented education.
	2.2 **Classroom instruction.** A majority of teachers who receive Javits services will report improved capacity to meet the needs of gifted and talented students.	2.2 Project reports, 1998; national evaluation and customer surveys, 1999.	
	2.3 **Student performance.** At least 80 percent of teachers who receive services from Javits projects will report improvements in student attendance, engagement, and/or performance.	2.3 Project reports, 1998; national evaluation and customer surveys, 1999.	
3. Demonstrate leadership in supporting and strengthening gifted and talented education and broadening its impact on total school improvement.	3.1 **Utility.** A majority of recipients of Javits products and participants in Javits-supported activities will report that these services contributed to their work in gifted and talented education.	3.1 National evaluation and customer surveys, 1999.	• Address important issues in gifted and talented education and facilitate networking among key practitioners through activities such as conferences and technical assistance.

Eisenhower Regional Mathematics and Science Education Consortia — $25,000,000 (FY 99)			
Goal: To contribute to the improvement of mathematics and science education by (1) providing technical assistance to support implementation of teaching methods and assessment tools, (2) disseminating exemplary mathematics and science education instructional materials, and (3) coordinating resources for improving mathematics and science education.			
Objective	**Indicators**	**Data Source/Next Update**	**Strategies**
Technical assistance			
1. Provide high-quality technical assistance (Includes planning assistance, technical assistance, and training.)	1.1 **Alignment with standards.** The content of Consortia technical assistance will be explicitly aligned with high content and performance standards and/or will be focused on assisting in the implementation of high standards and practices related to their attainment.	1.1 Consortia reports, 1998, 1999, 2000); external evaluation 1999, 2000.	• The ED program office will work with the Department's initiatives leadership teams and Executive Management Council and with the National Science Foundation to develop and implement integrated plans for work in mathematics and science education.
	1.2 **Improvements in participants' practice.** Teachers, administrators, and providers of professional development who participate in the Consortia's continuing technical assistance will report improvement in their practice. *Baseline: 62% of participants said they had incorporated some new behavior into their jobs as a result of the Consortia-sponsored professional development.* (National Evaluation, SRI, International, 1998.)	1.2 Consortia reports, 1998, 1999, 2000; external evaluation, 1999, 2000.	• The ED program office will work with the Consortia and professional organizations to align efforts for state and local mathematics and science education with high content and student performance standards. • With the advice and guidance of their regional boards, the Consortia shall set priorities for technical assistance activities in their regions.

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Eisenhower Regional Mathematics and Science Education Consortia — $25,000,000 (FY 99)			
Goal: To contribute to the improvement of mathematics and science education by (1) providing technical assistance to support implementation of teaching methods and assessment tools, (2) disseminating exemplary mathematics and science education instructional materials, and (3) coordinating resources for improving mathematics and science education.			
Objective	**Indicators**	**Data Source/Next Update**	**Strategies**
Dissemination and coordination of resources			
2. In coordination with the Eisenhower National Clearinghouse (ENC), disseminate information about promising and exemplary practices in mathematics and science education.	2.1 **Utility.** A majority of the recipients of Consortia and ENC products and resources will report that the products have contributed to improving their work.	2.1 Consortia reports, 1998, 1999, 2000; external evaluation, 1999, 2000.	• The ED program office will work with the Consortia and ENC to develop comprehensive strategies for disseminating products to target audiences, tracking use of products, and obtaining customer feedback. • With the guidance of their regional boards, the Consortia shall prepare and implement a strategic outreach plan to identify key stakeholders and solicit their collaboration.
3. Contribute to collaboration and networking with targeted groups within and/or across states.	3.1 **Impact on collaboration and networking.** At least 80 percent of members of Consortia teams and networks will report that value was added in one or more of the following ways: strengthening relationships; increasing service coordination; increasing access to resources; or leveraging resources. *Baseline: As of 1996, 67 % of members of Consortia teams/networks said membership had helped them obtain ideas/contacts that would strengthen their work. (National Evaluation, SRI International*, 1998.)	3.1 Customer surveys, 1999, 2000.	

21st Century Community Learning Centers Program — $200,000,000 (FY 99)			
Goal: **To enable rural and inner-city public elementary and secondary schools, or consortia of such schools, to plan, implement, or expand projects that benefit the educational, health, social service, cultural and recreational needs of their communities.**			
Objective	**Indicator**	**Source and Next Update**	**Strategies**
1. Enhance learning opportunities for children and youth in the core curriculum areas.	1.1 **Reading/literacy**. Community Learning Centers will report higher reading achievement among students participating in reading/literacy activities annually beginning in 1998.	1.1 Planned external evaluation, 1999.	• Establish an absolute competitive priority for programs that offer expanded learning opportunities for children and that contribute to reduced drug use and violence.
	1.2 **Mathematics**. Centers will report higher mathematics achievement among students participating in mathematics activities annually beginning in 1998.	1.2 Planned external evaluation, 1999.	• Establish a competitive preference to programs that provide services in core subjects such as reading, mathematics or science.
	1.3 **Science.** Centers will report higher science achievement among the students participating in science activities annually beginning in 1998.	1.3 Planned external evaluation, 1999.	• Establish technical assistance support network for grantees to ensure quality of implemented programs.
	1.4 **Participant satisfaction**. Students participating in Center programs will report them to be beneficial, enjoyable and of high quality.	1.4 Planned external evaluation, 1999.	
	1.5 **Social/recreational services**. Participants receiving social and recreational services from Centers will report that those services are beneficial, of high quality, and supportive of learning.	1.5 Planned external evaluation, 1999.	
2.Encourage positive changes in behavior and attitudes of participating students.	2.1 **Student behavior**. Centers will report positive trends in behavior among participants on measures such as regular school attendance, taking of advanced or more difficult courses, decreasing disciplinary actions.	2.1 Grantee reports, 1999; planned external evaluation, 1999.	• Provide quality enhancing workshops and technical assistance to Center staffs.
	2.2 **Student attitudes.** Center participants will report positive changes in how they view school and in their desire to participate in more Community Learning Center programs.	2.2 Grantee reports, 1999; planned external evaluation, 1999.	

21st Century Community Learning Centers Program — $200,000,000 (FY 99)			
Goal: To enable rural and inner-city public elementary and secondary schools, or consortia of such schools, to plan, implement, or expand projects that benefit the educational, health, social service, cultural and recreational needs of their communities.			
Objective	**Indicator**	**Source and Next Update**	**Strategies**
3.Encourage positive changes in attitudes and behavior of parents and community members.	3.1 **Parent attitudes**. Parents of Center participants will report positive changes in their attitudes about their children=s learning, safety, behavior and future opportunities.	3.1 Center survey, 1999; planned external evaluation, 1999.	• Provide quality enhancing workshops and technical assistance to Centers.
	3.2 **Parent and community involvement**. Parents and community members will report greater involvement in the schools which have Community Learning Center programs and activities.	3.2 Center survey, 1999; planned external evaluation, 1999.	

National Writing Project — $5,000,000 (FY 99)			
Goal: To improve the quality of student writing and learning, and the teaching of writing as a learning process in the nation's classrooms.			
Objective	**Indicators**	**Sources and Next Update**	**Strategies**
1. Support and promote the establishment of teacher training programs designed to improve the writing skills of teachers and students.	1.1 **Teacher participation.** The number of teachers participating in the National Writing Project (NWP) will increase annually and will include teachers from many disciplines.	1.1 U.S. Department of Education monitoring team annual site visit report (using baseline data from 1996–97) .	• Provide bridge services between the NWP and other student literacy programs, including Read*Write*Now/ America Reads Challenge and the Family Involvement Partnership.
	1.2 **Number of project sites.** According to peer reviews, an increasing number of NWP sites will perform more effectively than in previous years and at least 75% of sites will meet NWP's standards for renewal.	1.2 Annual self-evaluations from NWP Projects (using baseline data from 1994–95, and 1995–96 reports).	• Monitor the peer review process that gives participating teacher/leaders the opportunity to evaluate the accomplishments of their peers at other NWP sites .
	1.3 **Improved student writing skills.** Students taught by NWP teachers will show improved student writing skills.	1.3 The NWP Annual Site Survey prepared by Inverness Research Associates (using baseline data from 1994–95 and 1995–96 surveys).	• NWP conducts annual peer review of each site and provides new or troubled sites experienced national reviewers and advisors. Department provides technical assistance to review process.
2. Disseminate effective practices and research findings regarding the teaching of writing to all teachers.	2.1 **Teachers teaching their colleagues.** An increasing number of NWP teachers will impart knowledge and skills learned at NWP summer workshops to other teachers in their school districts.	2.1 U.S. Department of Education monitoring team annual site visit report (using baseline data from 1996–97 report).	• Provide a link between the NWP and ED customers interested in teaching methods of writing; make available a list of NWP sites at meetings, conferences, and exhibits as part of ED outreach services; and submit NWP materials for dissemination through the National Library of Education and ERIC
	2.2 **Development of alternative methods of student evaluations by teachers.** An increasing number of NWP teachers will participate in directed research activities to develop alternative methods of student assessment in writing.	2.2 Annual self-evaluations from NWP projects (using baseline data from 1994–95, and 1995–96 reports).	• Collaborate with the NWP to synthesize and disseminate - through publications, direct mail, and the Internet - teacher research produced by the NWP
	2.3 **Sites adapted for special needs students.** The NWP will adapt its basic teaching model to those sites with special needs, including English as a Second Language (ESL), socio-economic, or culturally diverse sites in urban and rural settings.	2.3 The NWP Project Annual Site Survey prepared by Inverness Research Associates (using baseline data from 1994–95 and 1995–96 surveys).	• Disseminate information concerning the best practices of NWP project to encourage high-quality professional development opportunities

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Civic Education — $6,300,000 (FY 99)			
Goal: To enhance the attainment of the third and sixth National Education Goals by educating students about the U.S. Constitution and the Bill of Rights.			
Objectives	**Indicators**	**Sources and Next Update**	**Strategies**
1. Provide quality civic education curricula to elementary and secondary school students through the "We the People: The Citizen and the Constitution" program.	1.1 **Participation in civic education program.** An increasing number of students will participate in civic education programs. *In the 1997-98 school year 4 million students will participate in "We the People" program. The program will be implemented in at least one school district in each congressional district in the nation.*	1.1 Annual grantee project report and annual grant application March 1997, 1998.	• Disseminate information about the "We the People..." program through program coordinators and publications in order to increase awareness of the value of civic education among educators. • Support, along with the Department of Justice, the development of curricular materials on the Constitution and the Bill of Rights. • Disseminate national standards in the content area of civics and government, including over the Internet. • Participate in planning (see Objective 2).
	1.2 **National standards in civics and government.** National standards in civics and government increasingly will be distributed to educators and used in the classroom.	1.2 National Standards for Civics and Government, Center for Civic Education, 1994; 1997.	
2. Foster students' interest and ability to participate competently and responsibly in the democratic process.	2.1 **Student knowledge about democracy and the Constitution.** Students who participate in the civic education program will develop an increased understanding of the institutions of American democracy. *External studies find that the program has positive, significant effects on students' knowledge about government, and the Constitution.*	2.1 Annual grantee project report and annual grant application, March 1997; 1998; Educational Testing Service controlled classroom evaluation of effectiveness of "We the People" curriculum, 1991; Council for Basic Education case study, 1991.	• Participate in planning and administering the annual national hearings and student competition for "We the People" in Washington, D.C. • Increase awareness of civic education through Department of Education public information vehicles.
	2.2 **Citizenship skills.** Students' ability to participate as citizens in the democratic process will be enhanced by the program's emphasis on problem solving activities, critical thinking, and improvement of communication skills.	2.2 Annual project report and grant application, March 1998; Stanford University 1993.	

International Education Program (Student Achievement Institute) — $5,000,000 (FY 99)			
Goal: To provide for an international education exchange program and the study of international programs and delivery systems.			
Objectives	**Indicators**	**Source and Next Update**	**Strategies**
1. Assist eligible countries in the adaptation and implementation of effective curricula and teacher training programs in civics and government education and economic education developed in the U.S.	1.1 **Curriculum and training programs.** An increasing percentage of educators from eligible countries will implement curriculum and training programs in civics and government education as well as economic education.	1.1 Annual performance and evaluation report, 1998.	• Disseminate information about exemplary curricula and teacher training programs. • Provide technical assistance to the grantees on curricula frameworks.
	1.2 **Student knowledge and skills.** Participating students will demonstrate increased knowledge, skills, and traits of character in their understanding of civics, and democratic and economic principles.	1.2 Survey of students, teachers, and scholars participating in the exchange of program will be conducted, 1998 and 1999.	• Conduct an annual site visit of selected programs in eligible countries to observe effects and impact of programs.
	1.3 **Research and evaluation.** To increase the capacity to evaluate the impact of educational program on educators and students.	1.3 Annual performance and evaluation report, 1998; survey of program participants 1998 and 1999.	
2. Create and implement educational programs for United States students which draw upon the experiences of emerging constitutional democracies.	2.1 **Implementation of civic and economic education programs in the U.S.** An increasing percentage of students, and teachers in the U.S. will participate in programs based on the experiences of emerging constitutional democracies.	2.1 Annual Performance Report, 1998.	• Encourage grantees to share lessons about the development and implementation of the educational programs. • Monitor program by conducting site visits of selected programs. • Encourage grantees to collaborate on project activities in common sites in eligible countries.
3. Provide a means for the exchange of ideas and experiences in civics and government education and economic education among political, educational, and private sector leaders of the U.S. and participating eligible countries.	3.1 **Exchange of ideas.** An increasing number of educators and political and private sector leaders will participate in conferences, seminars, training and the exchange of ideas with participants from eligible countries.	3.1 Annual performance report, 1998.	

Civil Rights

Office for Civil Rights (OCR) —$68,000,000 (FY 99)			
Goal: To ensure equal access to education for all students through the vigorous enforcement of civil rights.			
Objective	**Indicators**	**Sources and Next Update**	**Strategies**
Impact on students			
1. Maximize the impact of available resources on civil rights in education.	1.1 **Access.** The estimated number of students with access to high-quality education will increase.	1.1 OCR Report based on Case Evaluation Report, OCR's survey of Elementary and Secondary Education School Civil Rights Compliance, and additional data sources to be determined, FY 2000.	• OCR will implement a balanced enforcement program by responding to complaints and conducting proactive compliance reviews that target resources for maximum impact. • OCR will maximize the impact of available resources by addressing the most acute problems of discrimination and by providing tangible assistance to the greatest number of students possible.
	1.2 **Number of students affected.** The estimated number of students positively affected by OCR's casework will increase.	1.2 OCR Case Evaluation Report based on data from case files, odd numbered years, FY 1999.	
	1.3 **Increased compliance.** The number of recipients that change policies, procedures, or practices to comply with Federal civil rights law increases.	1.3 Annual data from OCR's Case Information System, FY 1999.	
Empowerment of students and parents			
2. Empower others to learn to solve their own problems of securing equal access to quality education.	2.1 **Successful partnerships.** The number of stakeholder partnerships that lead to civil rights compliance increases.	2.1 Annual OCR Case Evaluation Report, FY 1998.	• OCR will provide civil rights-related information, technical expertise and assistance to a broad range of stakeholders engaged in collaborative efforts to ensure equal educational opportunity. • OCR will develop case resolution agreements that provide for the active participation of parents and other stakeholders.

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- Fax a request to 202 401-0689.
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For questions on this plan, call Heather Ryner on 202 205-7939.